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ABSTRACT

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate violence as well as drug and alcohol use by their students. In 1996-97, the Austin Independent School District (Texas) (AISD) received $622,692 from the SDFSC grant, with supplemental funds later bringing the total to $1,259,584. A survey of AISD students revealed that self-reported tobacco, alcohol, and marijuana use increased with age and grade, with alcohol used most often. Most students recognized the dangers of these substances. Students also generally felt safe at school, but one-third reported being threatened or harmed at school in the past 2 years. A staff surveys showed that most staff members were not very familiar with SDFSC programs. Evaluation of the programs showed that most money was spent on instructional materials and school presentations, and that many schools did not spend their entire SDFSC allotment. The Substance Use Prevention Education Resources (SUPER I) pilot program developed with SDFSC funds demonstrated considerable success in its first year. Recommendations are made for program improvement, with an emphasis on increased alcohol education, better parent and student outreach efforts, and increased planning and monitoring. Five appendixes present a substance abuse education and prevention plan, student use rates, and results of an employee survey. (Contains 16 tables, 19 figures, and 6 references.) (SLD)

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ED 414 325

PLANNING A COMPREHENSIVE APPROACH TO SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

TITLE IV EVALUATION REPORT 1996-97

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TITLE IV SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES EVALUATION, 1996-97

Executive Summary

Austin Independent School District
Department of Accountability, Student Services, & Research
Office of Program Evaluation

Authors: Martha Doolittle, Ph.D., Ralph Smith

Overview

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate violence as well as drug and alcohol use by their students. In 1996-97, Austin Independent School District (AISD) received $622,692 from the SDFSC grant, which included $259,049 that was carried over from 1995-96. Later in the school year, supplemental funds, awarded on a competitive basis, were granted to AISD in the amount of $636,892. Thus, the total available to AISD was $1,259,584.

SDFSC grant monies fund a wide assortment of district efforts directed toward prevention and education regarding the illegal and harmful use of alcohol, tobacco and other drugs, and toward the prevention of violence. Generally, the grant supports a number of student programs, curriculum and staff development efforts, and support staff and services.

Major Findings

A student survey of substance usage and school safety revealed the following:

- Generally, self-reported recent usage rates for tobacco, alcohol and marijuana increase with grade/age.
- Alcohol had the highest reported usage rates among AISD students, regardless of grade level.
- Most students recognize the dangers of tobacco, alcohol and other drugs, and they receive information on substance abuse from school and non-school sources. Yet, there are notable percentages of students who do not think certain substances are dangerous or who do not know the potential dangers of certain substances.
- Most students feel safe at school. However, one-third of students reported being threatened or harmed at school in the past two years. One-third of elementary students and one-fifth of secondary students reported getting into trouble at school due to fighting.

A staff survey revealed the following:

- Middle and high school teachers are more likely than elementary teachers and campus administrators to believe that the presence of alcohol and other drugs on campus is increasing.
- Most staff members surveyed were not very familiar with district SDFSC programs, and few staff report having received any training in drug prevention/education.

Evaluation of AISD SDFSC programs found the following:

- Campus-based program funds were spent most often on the purchase of instructional resource materials or on school assembly presentations and performances.
- A number of private schools and AISD campuses did not spend their total SDFSC allotment.
- Almost every private school and AISD campus reported that their SDFSC activities met or exceeded their intended effect, and that SDFSC funding to campuses should continue.
- Three of the student programs that have been in the district for several years, DARE, PAL and ROPES, continued to pursue goals of substance abuse prevention and education.
- The SUPER I pilot program demonstrated considerable success in its first year of operation. Continued tracking of SUPER I students for repeat offenses will provide some long-term measure of the program's effectiveness.

- Student Assistance Program training reached sixty AISD staff during 1996-97 and was evaluated by all training participants as being meaningful and practical and having clearly stated goals.
- Some SDFSC funds were used to integrate the substance abuse prevention and education curriculum into the district's guidance and counseling curriculum guide. Implementation in all grade levels is expected to take several years.

Recommendations

Based on 1996-97 SDFSC program evaluation results, and on some of the goals that will guide the district's SDFSC program in the 1997-98 year, the following recommendations are offered for consideration:

1. Based on district student survey results, district SDFSC efforts should focus on providing more education to students on consequences and dangers of substance abuse, with a special focus on alcohol, tobacco and marijuana.
2. Based on district staff survey data, district SDFSC efforts should provide more education and training to staff on trends in student substance use, and promote awareness, training and involvement in district SDFSC programs and activities.
3. Campuses need more planning and monitoring to ensure that their allotted SDFSC funds are used in a more timely way, that encourages combining of resources among schools, and that ensures campus SDFSC activities are aligned with federal guidelines of the SDFSC grant and with campus improvement plans.
4. Campus and district programs need to be more inclusive, specifically providing more outreach to parents, since parent involvement and education is an integral part of the goals of the SDFSC grant and of AISD.
5. Further evaluation efforts are needed in all programs to provide more qualitative information that will lead to continued program improvements and will provide some measurement of program effectiveness in terms of SDFSC grant goals.
6. The goals of AISD's Alcohol and Drug Abuse Education and Prevention Plan of 1992 should be reviewed to ensure that necessary action is being taken district-wide to achieve stated objectives.

Budget Implications

Mandate:
External funding agency – Drug-Free Schools and Communities Act of 1986 (Public Laws 99-570, 100-297, 101-226, and 101-647, Section 5145).

Funding Amount:
1996-97 Allocation: $363,643
1995-96 Carry-over: $259,049
Supplemental award: $636,892

Total Available: $1,259,584

Funding Source:
100% Federal

Implications:
Continued implementation and evaluation of SDFSC programs are important if AISD is to reach its goal of having a safe and drug-free school population by the year 2000. The SDFSC grant also supplements the efforts toward eliminating student and staff alcohol and other drug use that are necessary in order to receive federal funding.

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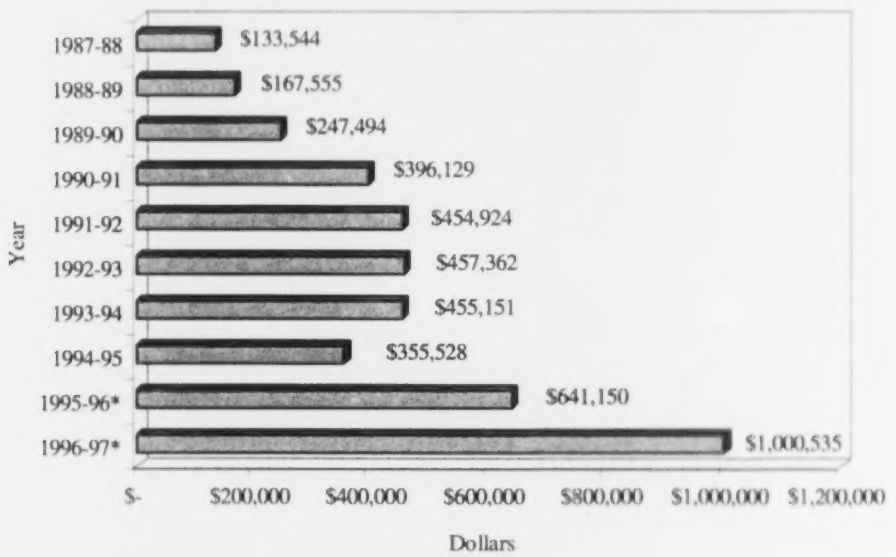
INTRODUCTION

For the past ten years, the Austin Independent School District (AISD) has received funding through the federal Title IV Safe and Drug-Free Schools and Communities grant (SDFSC). Originating from the Drug Free Schools and Communities Act of 1986 (Public Law 99-570) and subsequent legislative amendments, the function of the SDFSC grant monies is to supplement local school district efforts toward drug abuse education and prevention. The historical levels of federal assistance to the district, defined as basic allotment awarded each year plus any supplemental funding (not including funds carried over to the next year), are reflected in Figure 1.

Figure 1: SDFSC Grant Monies Received by AISD, 1987-88 to 1996-97



Source: SDFSC Program Records

For the 1996-97 school year, AISD received a basic, formula allotment of $363,643 in federal funds under the terms of the amended SDFSC Act. Also, AISD received a supplemental award of $636,892 as a result of special competitive funding provided to the top 10% of school districts that demonstrated the greatest need in terms of the SDFSC grant application and evaluation. SDFSC funds, intended to supplement district efforts to promote safe and drug/alcohol-free school environments, supported a wide array of district programs aimed at prevention and intervention, including programs for high risk youth, the purchase of curriculum materials, and staff, parent, and student training. Funding also provided for program administration and evaluation.

The Drug Free Schools Act of 1986 set forth guidelines on what types of programs are appropriate for funding with SDFSC monies. These guidelines have been amended over the years and appear in the *Nonregulatory Guidance for Implementing Part B of the Drug Free*

Schools and Communities Act of 1986 - November 1992, and have been updated in the *Safe and Drug-Free Schools and Communities Act of 1994*. The full description of these guidelines and the type of approved program(s) under which each of AISD's programs falls may be found in Appendix A.

In September of 1992, AISD enacted a revised drug and alcohol education and prevention plan (see Appendix B). The revised plan explicitly states that, "The district's goal is to have a drug-free school population by the year 2000". With this goal in mind, the plan identifies the following eight major components that will be implemented by AISD:

1. personnel training in alcohol and drug related issues;
2. age-appropriate alcohol/drug education and prevention curricula at each grade level;
3. student assistance program to identify, refer, and provide services for students;
4. distribution of information about drug/alcohol programs for students and employees;
5. inclusion of drug/alcohol standards in student discipline policies and employee personnel policies; distribution of these standards to parents, students, and employees;
6. data gathering to describe the extent of alcohol/drug usage in the schools; participation in other required evaluation efforts of the drug prevention program;
7. assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful; and
8. district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professionals, representatives of law enforcement agencies, community based organizations, and other groups with interest or expertise in the field of drug abuse education and prevention.

To ensure implementation of each component, the plan outlines the specific responsibilities and actions to be taken by central administration, principals, district staff, students, and parents. The revised plan meets the requirements for a program to prevent the use of alcohol/drugs by students and employees, as mandated by the SDFSC Act. When the plan is fully implemented as intended, the district also will have complied with standards mandated by the SDFSC Act.

During the 1996-97 school year, the AISD SDFSC program underwent a comprehensive review and redirection, with the direction given by the AISD SDFSC Advisory Council and the newly formed AISD SDFSC Planning Committee. Both groups helped clarify the needs, goals and objectives of the SDFSC efforts being undertaken in the district. Both groups met monthly and were comprised of district staff (central and campus), students, parents, and community representatives. Topics addressed by these groups included funding, comprehensive program planning and directions for the future, and program evaluation. Some steps were taken to begin prioritization of district SDFSC activities and to make constructive suggestions for improvement of SDFSC programs.

In compliance with the federal SDFSC Act and with AISD's drug and alcohol education and prevention plan, this evaluation report presents information gathered on the extent of the current drug and alcohol problem in the schools, school safety issues, and AISD SDFSC program efforts. This information was gathered through student and staff surveys administered during the year, SDFSC program staff interviews, and specific program evaluation data collection.

ASSESSMENT OF SUBSTANCE USE AND SCHOOL SAFETY

STUDENT SUBSTANCE USE AND SAFETY SURVEY

Part of the Safe and Drug-Free Schools and Communities (SDFSC) Act requires that agencies receiving funds describe the extent of the current drug and alcohol problem in the schools. The National Commission on Drug Free Schools Final Report (September 1991) recommends using a survey to assess drug problems in the schools. As a recipient of SDFSC funds, Austin Independent School District (AISD) is under an obligation to collect and report this information. Two student survey instruments have been used in alternating years since 1992. In 1992, 1994, and 1996, the *Texas School Survey of Drug and Alcohol Use* (TSSDAU) was administered to samples of students in grades 4 – 12. The TSSDAU is a multiple-choice survey that has been endorsed by the Texas Education Agency (TEA) and has been used statewide in Texas school districts since 1988. The survey, administered and analyzed by the Public Policy Research Institute at Texas A & M University, is sponsored and partially subsidized by the Texas Commission on Alcohol and Drug Abuse (TCADA).

In 1993, 1995, and 1997, the *Student Substance Use and Safety Survey* (SSUSS), formerly named the *Student Alcohol and Other Drug Use Survey* (SAODUS), was administered to samples of AISD students in grades 4 – 12. AISD Office of Program Evaluation staff designed the SSUSS. The SSUSS, modeled after the TSSDAU, includes the following general types of questions: self-report of substance use, student attitudes and opinions about usage, student actions taken while using certain substances, participation in school-based substance use prevention and education activities, school safety perceptions and experiences, and demographics.

Survey administration was designed to take approximately 40-55 minutes. *Student participation was completely voluntary and individual responses were anonymous*; no names or identification numbers were used on the surveys. Strict confidentiality standards were adhered to for data collection, processing and reporting procedures, with results being reported only in summary form and rounded to the nearest percentage point.

SURVEY SAMPLE

In the current year's survey, a total random representative sample of 4,850 students was drawn, with 1,241 students from elementary grades 4–5, and 3,609 students from secondary grades 6–12. These numbers represented a 10% sample of the total district membership in grades 4–12 at the time the sample was drawn. School campuses were the primary sampling units and classrooms were the sampling subunits. Surveys were sent to all 26 secondary campuses and to 48 of 66 elementary campuses, with a 100% response rate by campus. The numbers of valid surveys returned and processed for analysis were 1,070 elementary surveys and 2,581 secondary surveys. A further validation procedure eliminated students who randomly answered questions or exaggerated their responses, thus bringing the final number of survey respondents included in analyses to 1,021 elementary students and 2,377 secondary students. Thus, at the time of the survey, the final elementary student sample represented 9% of the district's total number of the 4th and 5th graders, and the final secondary student sample represented 7% of the district's total number of 6th to 12th graders. Survey respondent demographics of gender and ethnicity are

presented in Table 1. The survey respondent sample was representative of students in AISD grades 4 – 12 by gender and ethnicity.

Table 1: SSUSS Student Sample Demographics

Total Survey Sample 3,398	Elementary Students (Number)*	Elementary Students (Percentage)	Secondary Students (Number)*	Secondary Students (Percentage)
Gender				
Males	467	49%	1,079	47%
Females	489	51%	1,226	53%
Total*	956	100%	2,305	100%
Ethnicity				
African American	135	16%	373	17%
Hispanic	299	34%	707	32%
White	290	33%	853	38%
American Indian/Asian	61	7%	92	4%
Multiethnic	90	10%	203	9%
Total*	875	100%	2,228	100%

*Totals for gender and for ethnicity are not equal because some student respondents did not answer one or the other question on the survey.

GENERAL USAGE TRENDS

Elementary Students

Figures 2 and 3 show that there has been some change in elementary students' reported recent (past year) and lifetime use of tobacco substances (chewing tobacco and cigarettes). Since the 1995-96 survey, both recent and lifetime use of tobacco has increased slightly among 4th graders and decreased slightly among 5th graders. Data on tobacco use by gender and ethnicity appear in Appendix C. Cigarettes were the most abused tobacco products (see Appendix D).

Figures 4 and 5 show general trends since 1994-95 for both recent (past year) and lifetime alcohol usage among AISD 4th and 5th graders. Alcohol includes beer, wine, wine coolers and liquor. Of all the substances elementary students were asked about, alcohol had the highest reported usage rates. Recent alcohol usage has increased slightly for both 4th and 5th graders, while lifetime alcohol use has shown very little change among these students. Data on alcohol use by gender and ethnicity appear in Appendix C. Beer, wine and wine coolers were among the most abused alcohol substances (see Appendix D).

Figures 6 and 7 show recent (past year) and lifetime use of inhalants (Figures 6 and 7). Generally, inhalant usage has remained low, with only a slight decrease in 4th graders recent reported use and a slight increase in 5th graders recent reported use. A slight decrease in lifetime inhalant use was found for both 4th and 5th graders. Data on inhalant use by gender and ethnicity appear in Appendix C. When asked about recent (past year) and lifetime marijuana use, small percentages (1 -3%) of elementary students reported having used marijuana (see Figures 8 and 9). These results were slightly lower or at about the same level as results from the 1995-96 survey. Data on marijuana use by gender and ethnicity appear in Appendix C.

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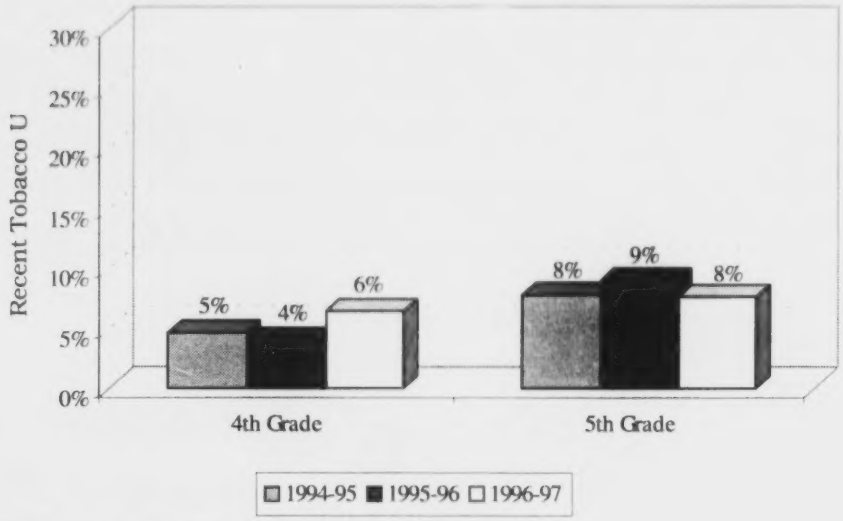
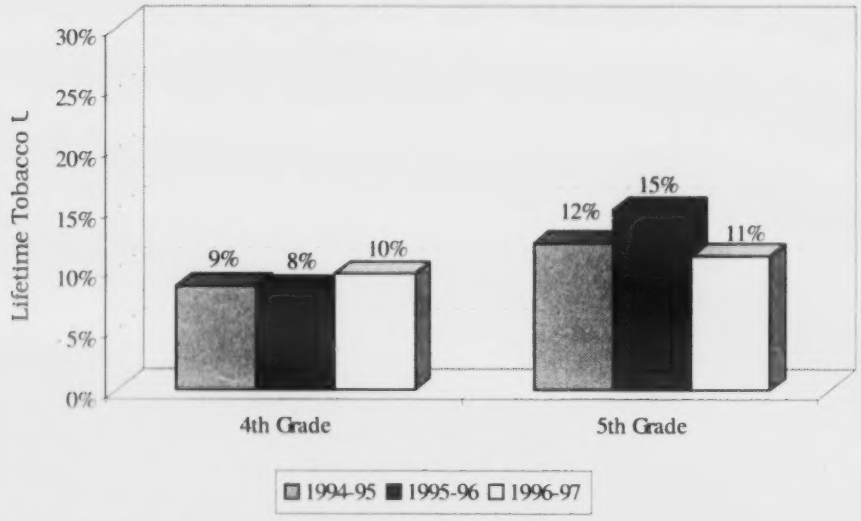
Figure 2: Percentage of AISD Elementary Students Reporting Recent (Past Year) Tobacco Use, 1994-95 to 1996-97



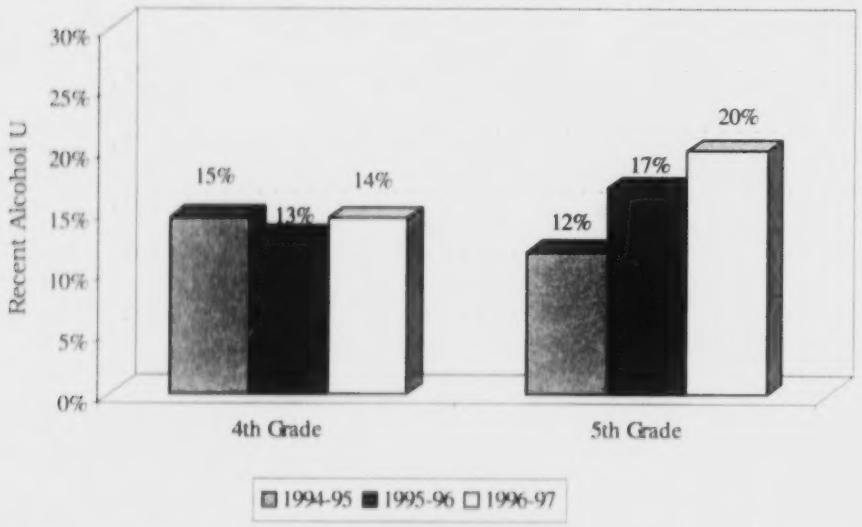
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 3: Percentage of AISD Elementary Students Reporting Lifetime Tobacco Use, 1994-95 to 1996-97



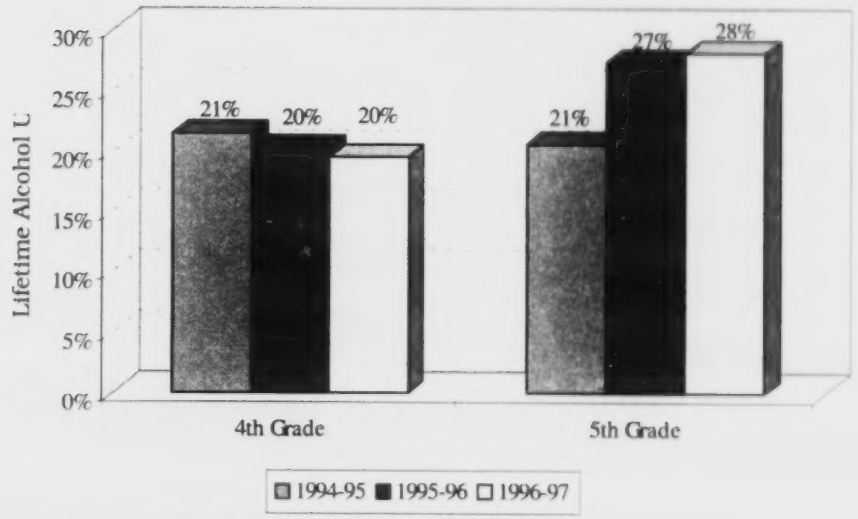
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 4: Percentage of AISD Elementary Students Reporting Recent (Past Year) Alcohol Use, 1994-95 to 1996-97



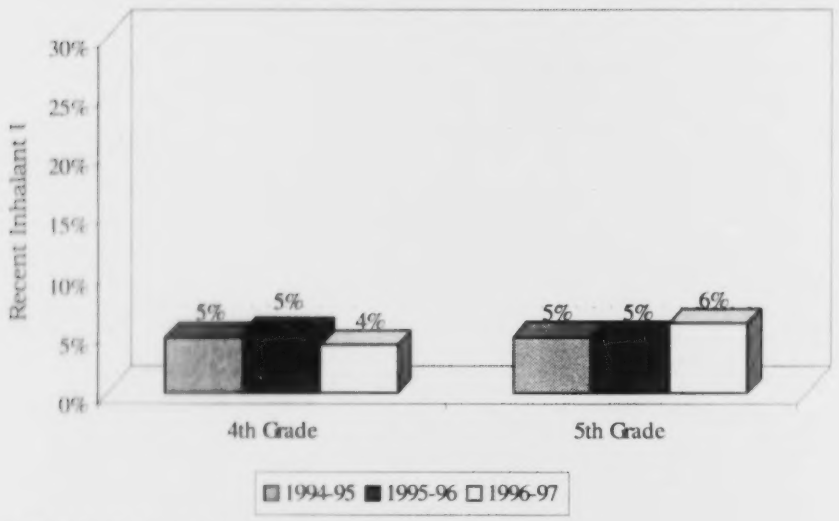
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 5: Percentage of AISD Elementary Students Reporting Lifetime Alcohol Use, 1994-95 to 1996-97



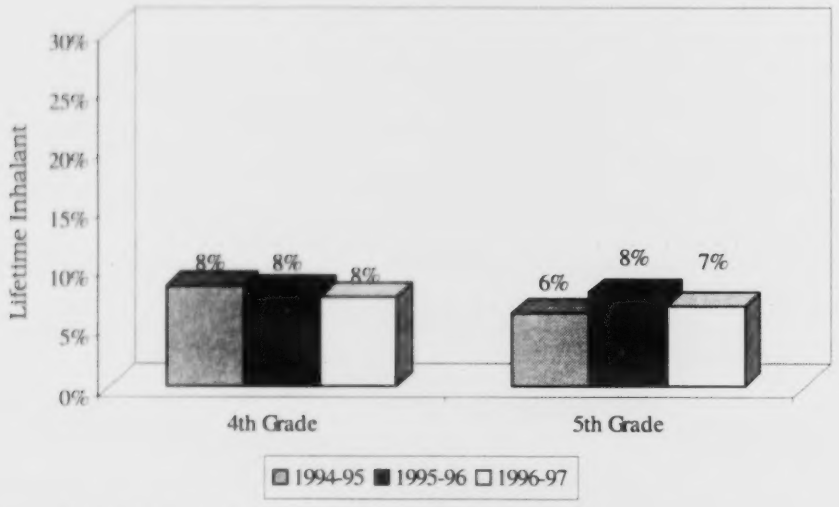
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 6: Percentage of AISD Elementary Students Reporting Recent (Past Year) Inhalant Use, 1994-95 to 1996-97



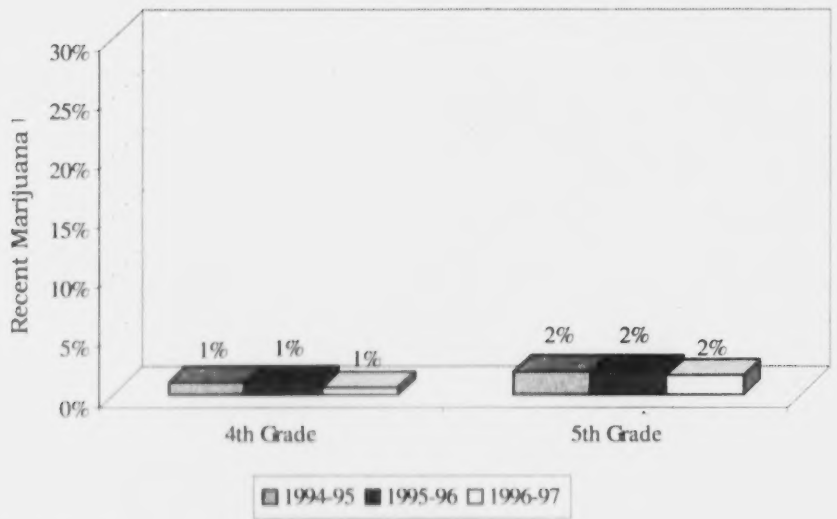
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 7: Percentage of AISD Elementary Students Reporting Lifetime Inhalant Use, 1994-95 to 1996-97



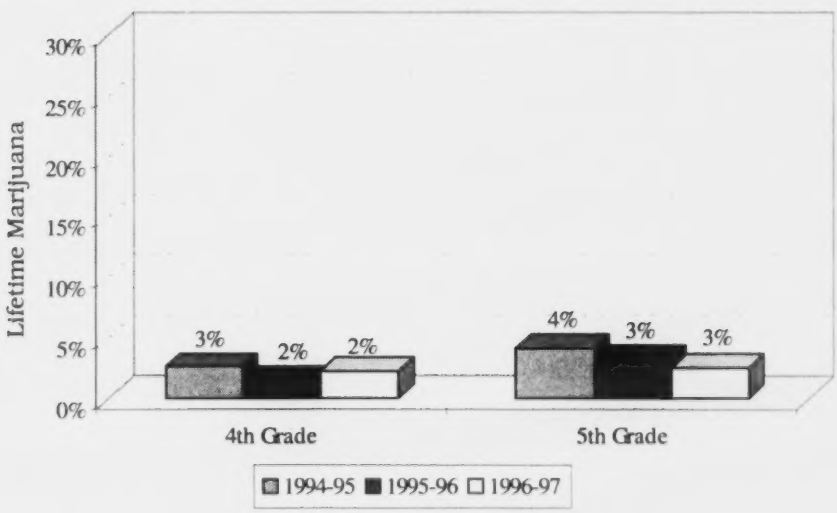
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 8: Percentage of AISD Elementary Students Reporting Recent (Past Year) Marijuana Use, 1994-95 to 1996-97



Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 9: Percentage of AISD Elementary Students Reporting Lifetime Marijuana Use, 1994-95 to 1996-97



Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Secondary Students

In the 1996-97 survey, sixth grade students were included for the first time in the secondary survey and analysis. Among secondary students (6^{th} to 12^{th} graders), some general trends in substance usage rates were found from data collected over several years. Recent (past month) and lifetime use of tobacco substances (chewing tobacco, cigarettes) is shown in Figures 10 and 11. Figure 10 shows that recent (past month) tobacco use has risen among 7^{th} and 8^{th} graders, but stayed the same or decreased slightly among all other secondary students. Figure 11 shows that lifetime tobacco use has decreased at every grade level except for 7^{th} grade, where it remained steady. Data on tobacco use by gender and ethnicity appear in Appendix C. Cigarettes were the most abused tobacco substance (see Appendix D).

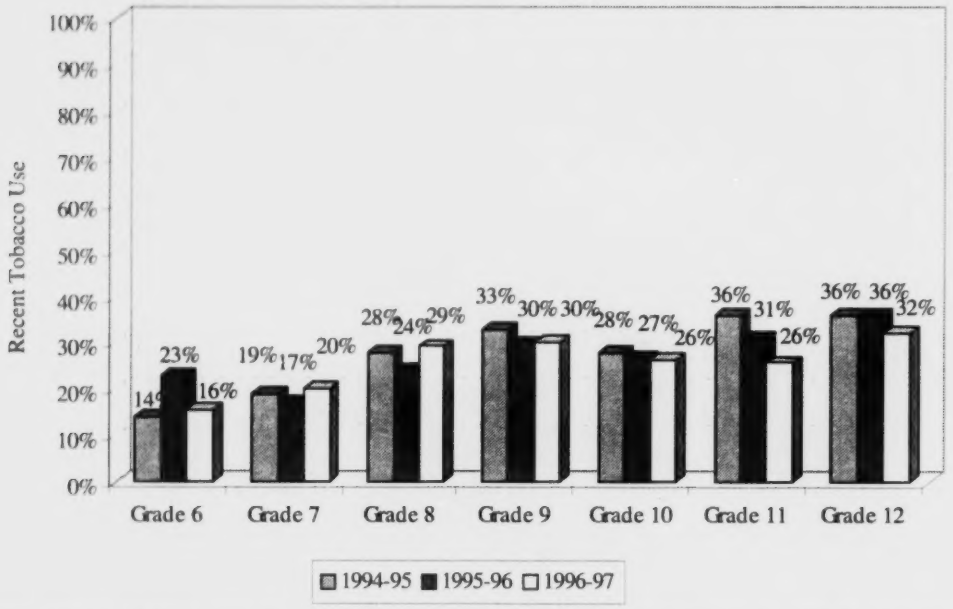
The reported recent (past month) and lifetime alcohol usage rates for secondary students are presented in Figures 12 and 13. Alcohol included beer, wine, wine coolers, and liquor. Notable increases in recent alcohol use were found among 7^{th} graders and 10^{th} graders, while a decrease was noted for 6^{th} graders. Little change in recent usage was noted for other grades. Lifetime alcohol usage rates were lower at every grade level, except for 7^{th} grade where there was no change, and 6^{th} grade where there was an increase. Data on alcohol use by gender and ethnicity appear in Appendix C. The most abused alcohol substances among secondary students were beer and liquor (see Appendix D).

The reported recent (past month) and lifetime inhalant usage rates for secondary students are presented in Figures 14 and 15. Generally, both recent and lifetime inhalant usage rates decreased by grade/age, with highest usage rates among 6^{th}, 7^{th} and 8^{th} graders. Compared to 1995-96 survey results, there were notable decreases in recent inhalant usage rates for students in grades 6, 7, and 9, while there was little or no change in recent usage for students in grades 8, 10, 11 and 12. There were even larger decreases in reported lifetime inhalant usage rates at all secondary grade levels, especiallly among 9^{th} graders. Data on inhalant use by gender and ethnicity appear in Appendix C.

The reported recent (past month) and lifetime marijuana usage rates for secondary students are presented in Figures 16 and 17. Overall, both recent and lifetime marijuana usage rates increase with grade/age, and highest usage rates tend to be among 9^{th}, 11^{th} and 12^{th} graders. Compared to 1995-96, there were small increases in recent marijuana usage rates for 7^{th}, 8^{th}, 11^{th} and 12^{th} graders, while there was little or no change for 6^{th}, 9^{th} and 10^{th} graders. In comparing reported lifetime marijuana usage rates from 1995-96 to 1996-97, there were small increases for 6^{th} and 7^{th} graders, no change for 9^{th} graders, and slight decreases for 8^{th} and 10^{th} graders. Larger decreases were seen among 11^{th} and 12^{th} graders. Data on marijuana use by gender and ethnicity appear in Appendix C.

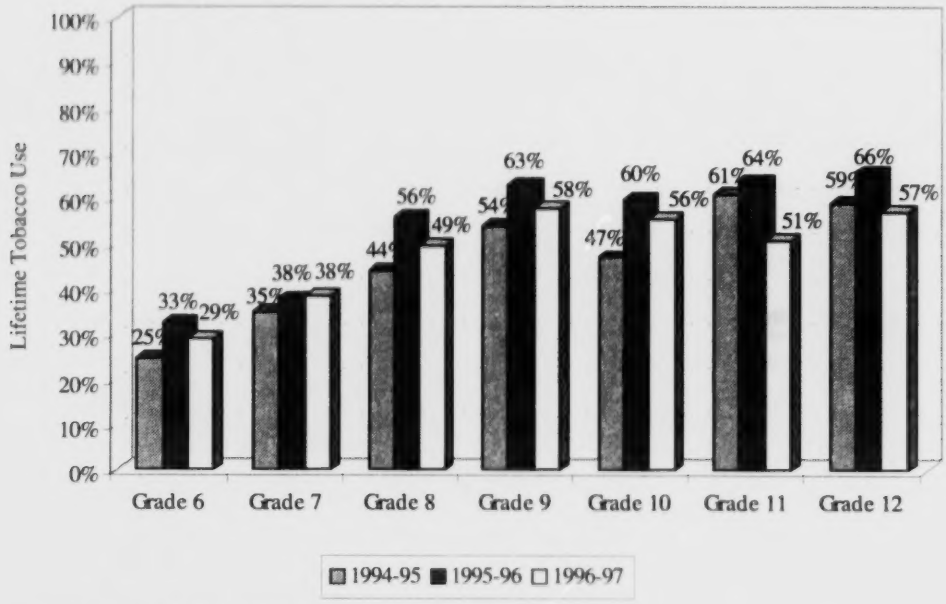
Secondary students were surveyed about their use of other illegal drugs, including cocaine, crack, hallucinogens, uppers, downers, ecstasy, heroin and rohypnol. Overall usage rates for all of these substances have remained low (usage rates ranging from 1%-7%), compared to tobacco, alcohol, and marijuana. More detailed results for each of these substances may be found in Appendix D.

Figure 10: Reported Recent (Past Month) Tobacco Use, AISD Secondary Students, 1994-95 to 1996-97*



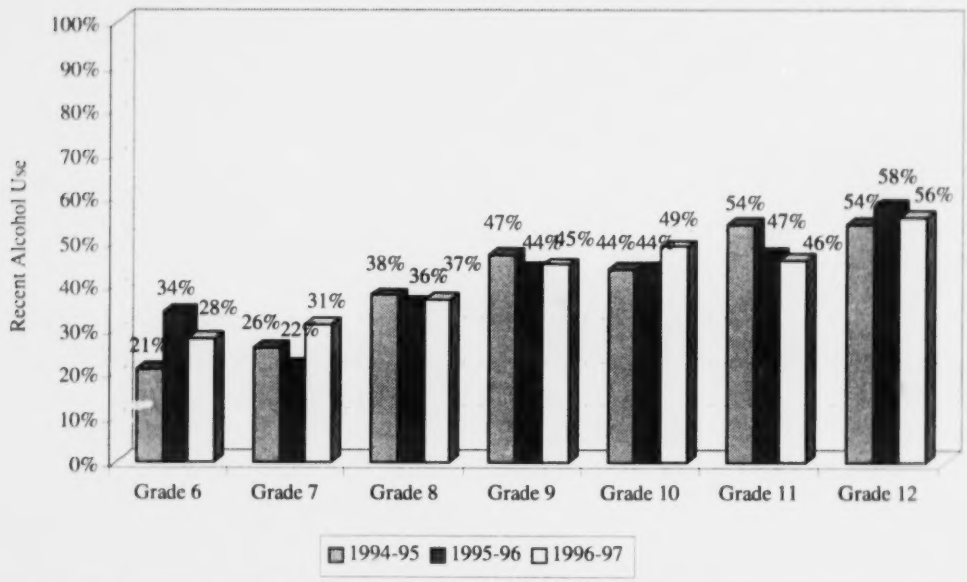
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS *Note that 6th grade results for 1995-96 asked for past year usage.

Figure 11: Reported Lifetime Tobacco Use, AISD Secondary Students, 1994-95 to 1996-97



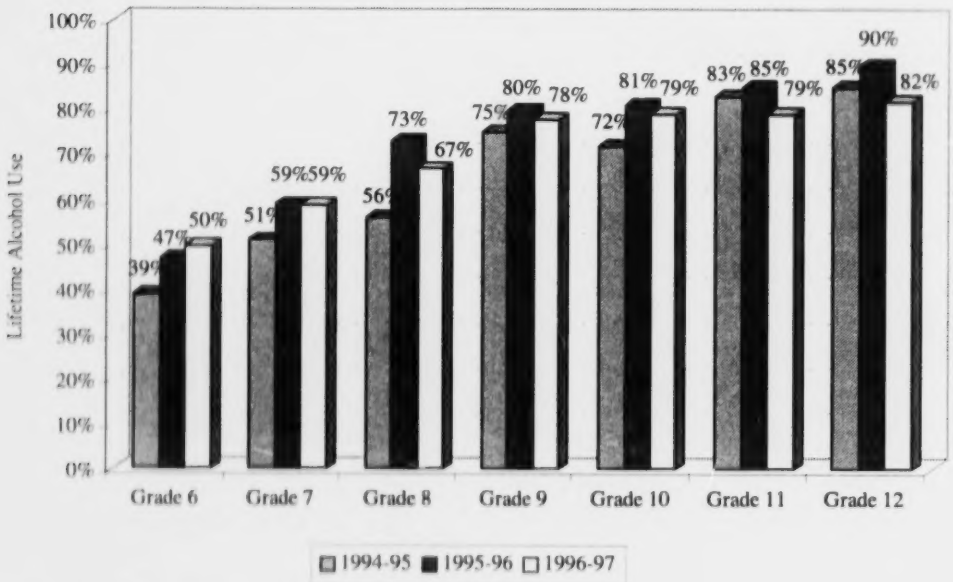
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 12: Reported Recent (Past Month) Alcohol Use, AISD Secondary Students, 1994-95 to 1996-97*



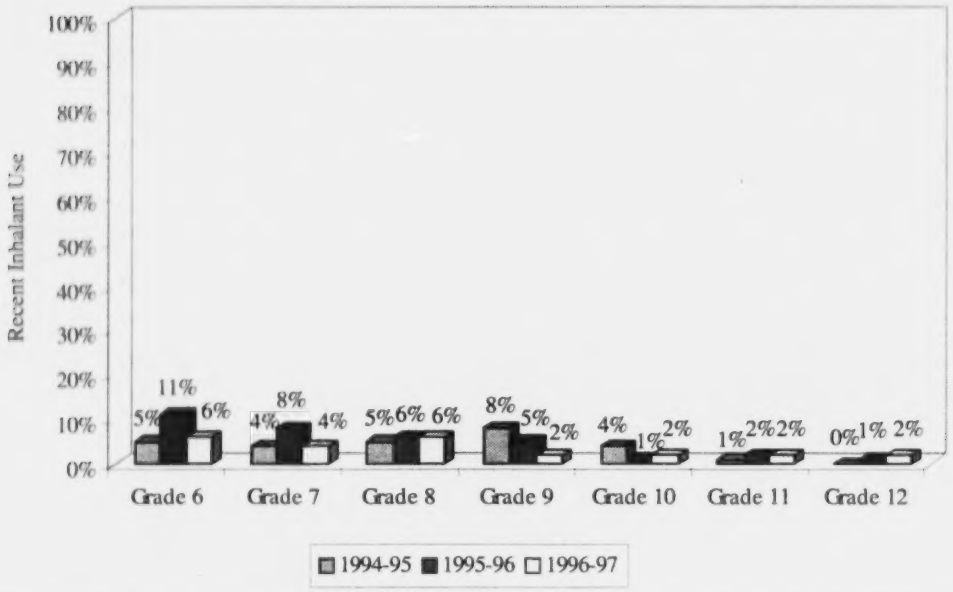
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS *Note that 6th grade results for 1995-96 asked for past year usage.

Figure 13: Reported Lifetime Alcohol Use, AISD Secondary Students, 1994-95 to 1996-97



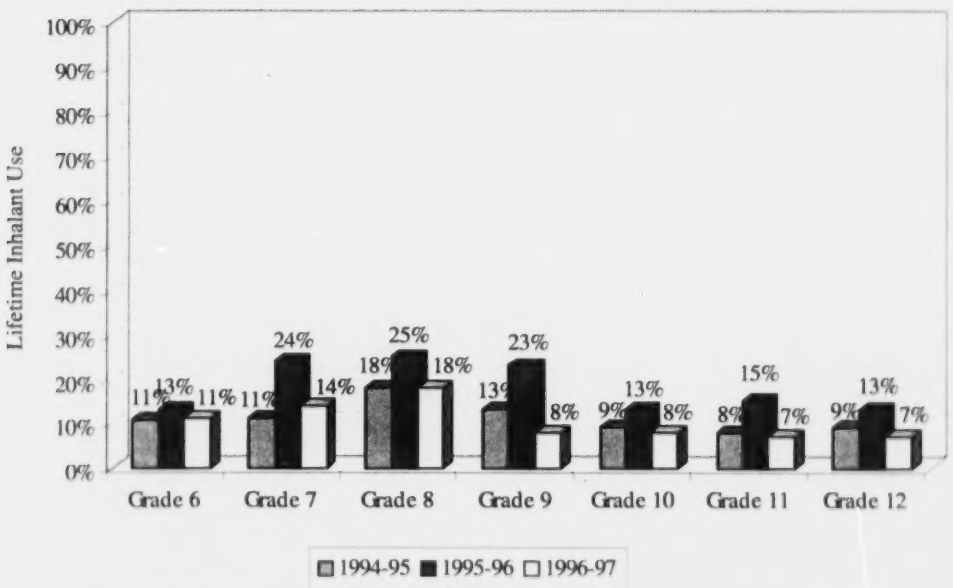
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 14: Reported Recent (Past Month) Inhalant Use, AISD Secondary Students, 1994-95 to 1996-97*



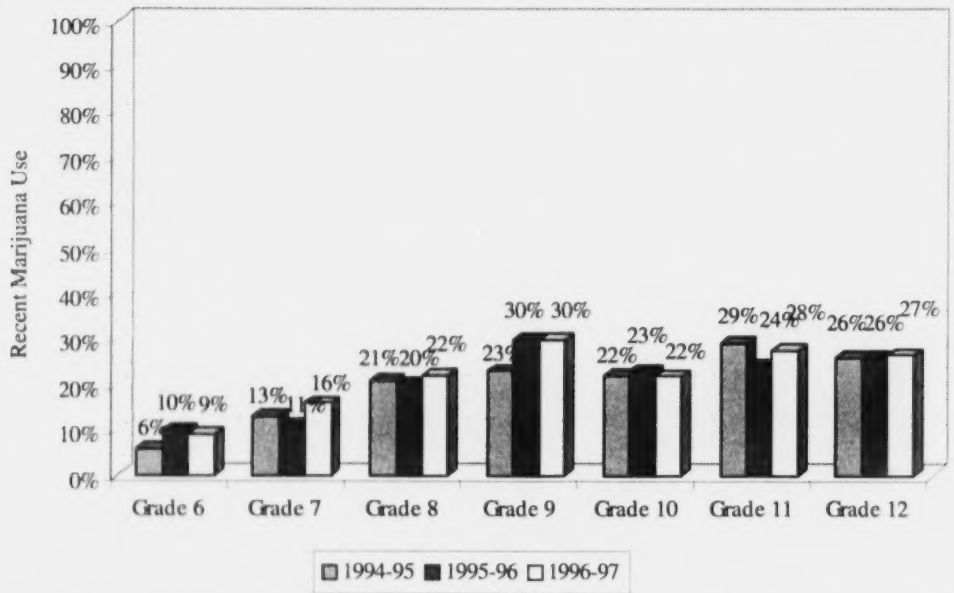
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS *Note that 6th grade results for 1995-96 asked for past year usage.

Figure 15: Reported Lifetime Inhalant Use, AISD Secondary Students, 1994-95 to 1996-97



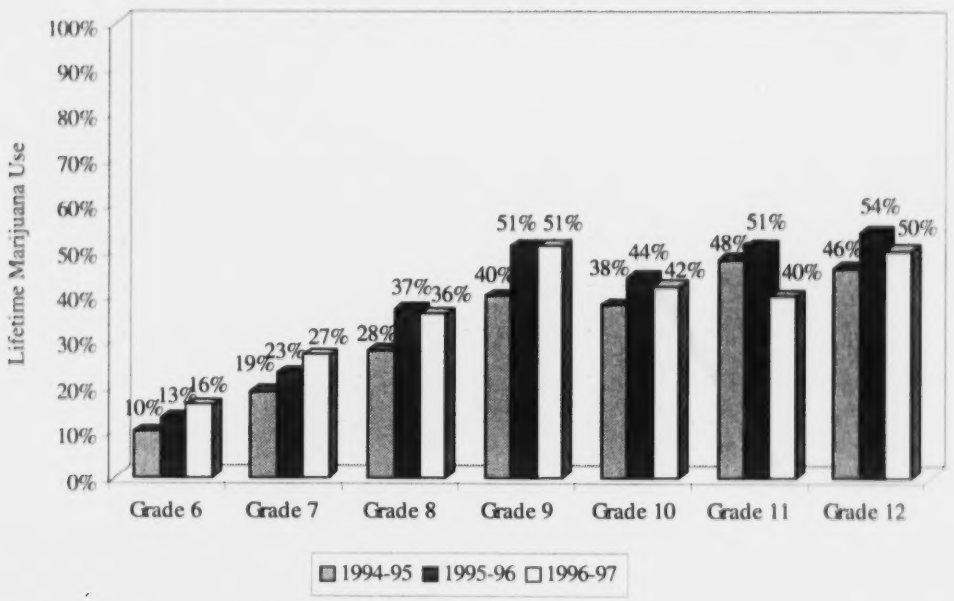
Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

Figure 16: Reported Recent (Past Month) Marijuana Use, AISD Secondary Students, 1994-95 to 1996-97*



Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS *Note that 6th grade results for 1995-96 asked for past year usage.

Figure 17: Reported Lifetime Marijuana Use, AISD Secondary Students, 1994-95 to 1996-97



Source: 1994-95 SAODUS, 1995-96 TSSDAU, 1996-97 SSUSS

STUDENT PERCEPTIONS ABOUT SUBSTANCE USE

In one section of the *Student Substance Use and Safety Survey*, students were asked to provide their opinions about several topics regarding substance use, such as the perceived danger of different substances, and how their parents view substance use.

Perceptions of Danger

All students were asked to rate how dangerous they believed it was for children their age to use different substances (Tables 2 and 3). Among elementary student respondents (Table 2), the majority reported the following substances as being very dangerous or somewhat dangerous: cigarettes (87%), alcohol (beer 77%, wine 75%, liquor 84%), inhalants (82%), marijuana (91%), cocaine (91%), and crack (87%). However, there were some students who either did not know of the dangers of these drugs or who felt these drugs were not dangerous. For example, 17% of elementary respondents rated both beer and wine as not being dangerous, while 7% did not know whether beer was dangerous and 8% did not know whether wine was dangerous. The highest ratings of "don't know" were given for liquor, inhalants, and crack.

Among secondary student respondents, notable percentages of students did not think tobacco (24%), alcohol (21%) and marijuana (27%) were dangerous (Table 3). For many other illegal drugs (e.g., hallucinogens, uppers, downers, etc.), most students knew they were dangerous, but notable percentages of students did not know whether these substances were dangerous or not.

Perceptions of Parents' Views on Drug Use

Secondary students were asked to report what their parents thought about students drinking beer or using marijuana. Most respondents reported that their parents would not approve of students their age drinking beer (72%) or using marijuana (77%). Small percentages of respondents said their parents would approve of students their age drinking beer (3%) or using marijuana (3%). Approximately 9% indicated their parents would neither approve nor disapprove of students drinking beer, while 6% answered similarly for the use of marijuana. Approximately 16% said they did not know their parents' opinions about drinking beer and 14% did not know their parents' opinions about using marijuana.

STUDENT BEHAVIORS AND SUBSTANCE USE

In relation to substance use, students were asked about problems, actions, and sources of information or help.

Problem Behaviors

At secondary grade levels, students were asked whether or not they had attended school classes under the influence of certain substances in the past year. Approximately 17% (n = 363) of secondary student respondents indicated they had gone to class after having used marijuana, while 10% (n = 209) had done so after having consumed alcohol. Some secondary students reported driving a car after having consumed alcohol (8%, n=182) or other drugs (9%, n=193) in the past year.

Table 2: Elementary Students' Perceptions of the Danger of Tobacco, Alcohol and Other Drugs

Substance	Very or Somewhat Dangerous	Not Very or Not At All Dangerous	Don't Know
Cigarettes	87%	8%	5%
Beer	77%	17%	7%
Wine	75%	17%	8%
Liquor	84%	6%	10%
Inhalants	82%	6%	13%
Marijuana	91%	2%	7%
Cocaine	91%	2%	7%
Crack	87%	1%	12%

Source: Student Substance Use and Safety Survey, 1996-97

Table 3: Secondary Students' Perceptions of the Danger of Tobacco, Alcohol and Other Drugs

Substance	Very or Somewhat Dangerous	Not Very or Not At All Dangerous	Don't Know
Tobacco	69%	24%	7%
Alcohol	75%	21%	4%
Inhalants	87%	5%	8%
Marijuana	68%	27%	5%
Cocaine	92%	3%	6%
Crack	92%	2%	7%
Hallucinogens	82%	4%	14%
Uppers	75%	5%	21%
Downers	75%	4%	20%
Ecstasy	72%	5%	24%
Heroin	89%	2%	10%
Rohypnol	66%	3%	31%

Source: Student Substance Use and Safety Survey, 1996-97

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Numerous problems were associated with drug and alcohol use among some secondary students. For instance, the following problems were mentioned:

- trouble with friends because of drinking (10%) or other drug use (8%),
- criticism from a date because of drinking (7%) or other drug use (7%),
- trouble with police because of alcohol (5%) or other drug use (5%).

Sources of Information

All students were asked to report school sources of information on drugs and alcohol. Among elementary student respondents, the most common school sources reported were drug program rap sessions (17%), health classes (17%), assembly programs (15%), and invited guest speakers (14%). Among secondary student respondents, the most common school sources reported were health classes (19%), assembly programs (15%), science classes (13%), and invited guest speakers (13%).

When asked about other (non-school) sources of information on drugs and alcohol, elementary student respondents most often reported parents or relatives (34%), media (e.g., TV, books, magazines) (26%), and other adults (17%). Among secondary student respondents, media (26%) was reported most often, followed by parents or relatives (24%), and friends (19%).

Sources of Help

All students at both elementary and secondary grade levels were asked where they would go for help if they had a drug or alcohol use problem. The most common responses from elementary students include the following: 26% would go to their parents, 18% would go to a school program or counselor, and 13% would go to a medical doctor. The most common responses from secondary students include the following: 23% would go to their friends, 20% would go to their parents, and 14% would go to another adult. Although students chose many other sources of help (e.g., non-school program or counselor, other person), nearly 2% of elementary respondents and 3% of secondary respondents reported they would not seek help from anyone for a substance use problem.

SCHOOL SAFETY

In 1995-96, only secondary students were surveyed regarding their perceptions and experiences of school safety. Of these students, only 44% felt safe at school. However, in 1996-97, both elementary and secondary student respondents were surveyed, and most students reported feeling very or somewhat safe on their campuses (81% elementary, 74% secondary). Among respondents, only 10% of elementary students and 19% of secondary students did not feel safe at school.

In 1995-96, 28% of secondary student respondents reported doing something they would not normally do because of fear of physical harm at their school. However, in 1996-97, only 11% of elementary students and 21% of secondary students indicated that they had done something different due to fear of being harmed.

About one-third of elementary students (33%) and secondary students (35%) reported that they had been harmed or threatened by another student in the past two years. In addition,

31% of elementary students and 17% of secondary students reported they had been in trouble at school because of fighting.

When asked whether they had brought weapons to school during the 1996-97 school year, 9% of elementary student respondents and 17% of secondary student respondents indicated they had done so. Knives (4% elementary, 9% secondary) and guns (1% elementary, 1% secondary) were the most commonly mentioned weapons. Although these statistics are similar to or lower than those reported last year (i.e., secondary students only: knives 13%, guns 3%), these data should be viewed cautiously because the surveys are based on self-report.

SUMMARY

Generally, students' reported substance usage rates tended to increase with age/grade level, often with peaks at ninth and twelfth grades. In addition, for both elementary and secondary students, there were typically small percentage point changes in the reported recent substance use rates as compared with 1995-96. One exception was an increase in reported recent alcohol use among seventh graders. Among secondary student respondents, however, compared to last year's survey results, there were notable percentage point decreases in students' reported lifetime substance usage rates for tobacco, alcohol, inhalants and marijuana at certain grade levels.

The most abused substance among all students surveyed continues to be alcohol (e.g., 56% of twelfth graders had used alcohol in the past month). Tobacco is the second most abused substance among students surveyed (e.g., 32% of twelfth graders had used tobacco in the past month).

Most students surveyed recognize the dangers of using certain substances. However, among secondary students, notable percentages of students did not think certain drugs were dangerous (e.g., 27% marijuana), or they did not know of some drugs' dangers (e.g., 14% hallucinogens).

Some secondary students reported that they had gone to class or driven a car while high on alcohol or marijuana (8% - 17%). In addition, some secondary students reported having had trouble with friends or police due to drug use (5% - 10%). On the other hand, when asked about sources of information on substance use, most students reported that they did get information on drugs and alcohol from a variety of school and non-school sources. When asked where they would get help if they had a substance abuse problem, most student respondents indicated they would seek help from parents, friends, school counselors or programs, or a medical doctor. However, there were small numbers of students who said they would not seek any help.

Perceptions and experiences of school safety were important indicators in this year's student survey. Most student respondents reported that they felt safe. However, other results may reflect some safety issues and problems occurring in the schools. For instance, notable percentages of student respondents indicated that they had done something they would not normally do for fear of being harmed (11% elementary, 21% secondary). Furthermore, one-third of elementary students and one-third of secondary students indicated that they had been harmed or threatened at school in the past two years. Almost one-third of elementary students and almost one-fifth of secondary students reported that they had been in trouble at school during the year because of fighting.

COORDINATED SURVEY OF AISD EMPLOYEES

In the spring of 1997, a random sample of 614 AISD staff (teachers and administrators) completed a survey distributed by the AISD Office of Program Evaluation to obtain staff opinions and perceptions about alcohol, tobacco and other drug use in the district, and about AISD prevention/education efforts. The respondent sample represents 11% of elementary and secondary teaching staff and 72% of campus principals and assistant principals.

THE PRESENCE OF ALCOHOL AND ILLEGAL DRUGS ON CAMPUS

When asked whether the presence of alcohol was increasing, decreasing or staying the same on their campuses, 582 staff responded. Of these, 61% (n = 271) of teachers and 21% (n = 30) of administrators answered "don't know". The remaining 315 staff expressed an opinion other than "don't know" and a summary of those responses appears in Figure 18. In 1996-97, 31% of high school teachers, 31% of middle/junior high school teachers, 1% of elementary school teachers, and 6% of administrators perceived an increase in the presence of alcohol on campus. All of these percentages were at or below staff response rates in 1995-96 (see Appendix E).

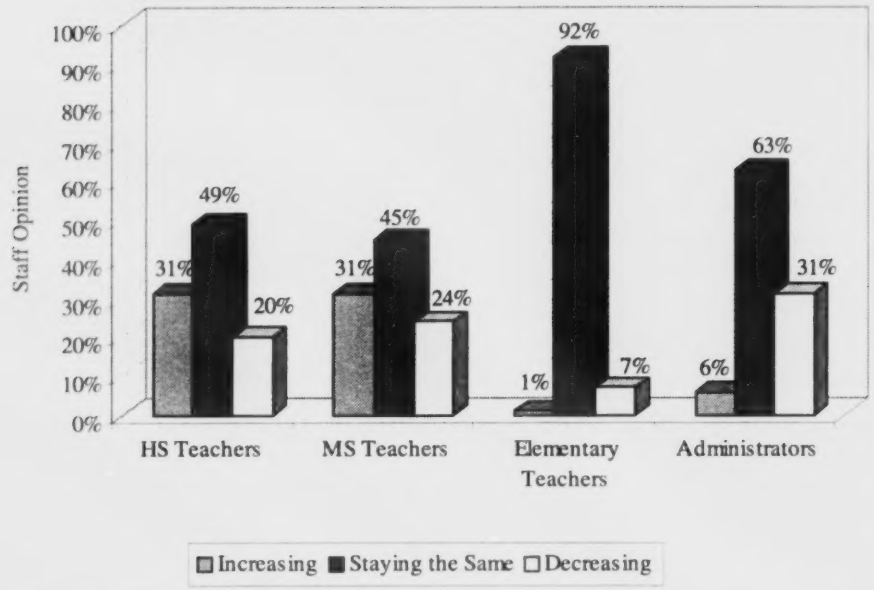
When asked about the presence of illegal drugs on their campuses, 576 staff responded. Of these, 57% (n = 246) of teachers and 20% (n = 28) of administrators selected "don't know". A summary of the responses of the remaining 302 staff who answered otherwise appears in Figure 19. In 1996-97, 51% of high school teachers, 46% of middle/junior high school teachers, 5% of elementary school teachers, and 20% of administrators perceived an increase in the presence of illegal drugs on campus. Except for the responses of elementary teachers (up 1% from 1995-96), all other staff response rates were lower than those in 1995-96 (see Appendix E).

THE SERIOUSNESS OF THE PROBLEM ON CAMPUS

Another set of questions requested staff to rate the seriousness of the problem of substance abuse (e.g., alcohol, illegal drugs) among students and staff at their campus. When asked about the seriousness of student alcohol use on their campus, 439 teachers and 148 administrators responded. Of these, 55% of teachers and 62% of administrators felt that student alcohol use on their campus was "not a problem at all". Very few staff (1% of teachers and 1% of administrators) rated student alcohol use as "the most serious problem". A "very serious" rating was given by 12% of teachers and 7% of administrators. A "moderately serious" or "somewhat serious" rating was given by 31% of teachers and 40% of administrators.

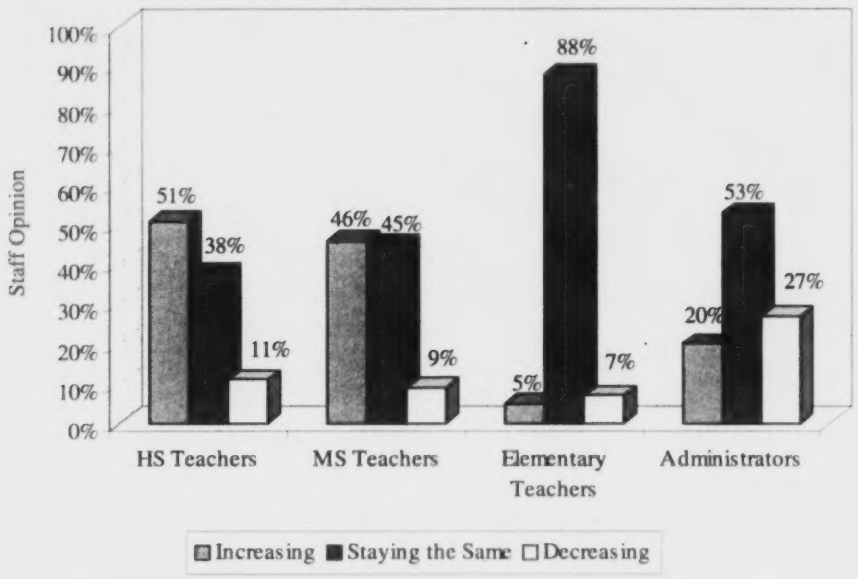
When asked about the seriousness of student illegal drug use on their campus, 441 teachers and 148 administrators responded. Almost half of all teachers (43%) and administrators (49%) who responded indicated that student illegal drug use on their campus was "not a problem at all". Only 6% of teachers and 9% of administrators considered student illegal drug use "the most serious" problem. A "very serious" rating was given by 19% of teachers and 18% of administrators. A "moderately serious" or "somewhat serious" rating was given by 32% of teachers and 25% of administrators.

Figure 18: Staff Opinion of the Presence of Alcohol on Campus, 1996-97



Source: 1996-97 AISD Employee Coordinated Survey

Figure 19: Staff Opinion of the Presence of Illegal Drugs on Campus, 1996-97



Source: 1996-97 AISD Employee Coordinated Survey

Staff members (444 teachers, 149 administrators) also rated whether staff use of alcohol or illegal drugs was a problem on their campus. Most teachers (86%, n=381) and administrators (81%, n=120) did not consider staff substance use a problem at all on their campus. Only 2% (n=8) of teachers and 2% (n=3) of administrators indicated that this was "the most serious" problem on their campus. A "very serious" rating was given by 3% (n=13) of teachers and 4% (n=6) of administrators. A "moderately serious" or "somewhat serious" rating was given by 10% (n=42) of teachers and 13% (n=20) of administrators.

OPINIONS ON AISD DRUG PREVENTION AND EDUCATION

Staff members were asked to report their familiarity with the following AISD SDFSC programs and prevention/education efforts: campus-based programs, curriculum materials (ESR II, Healthy Choices), DARE, PAL, ROPES, SAP, and SUPER I (see Student Programs section of this report for a detailed description of each of these programs). Approximately 31% (n=397) of teachers and 19% (n=140) of administrators were familiar with DARE. The PAL program was recognized by 23% (n=294) of teachers and 17% (n=121) of administrators. The alcohol/drug curriculum materials were familiar to 17% (n=221) of teachers and 15% (n=108) of administrators. ROPES was familiar to 12% (n=162) of teachers and 15% (n=106) of administrators. Staff were less familiar with campus-based programs (9% or n=121 teachers, 13% or n=93 administrators), SAP (7% or n=95 teachers, 14% or n=100 administrators), and SUPER I (0.7% or n=9 teachers, 7% or n=52 administrators).

Staff respondents rated the effectiveness of AISD student alcohol/drug use prevention and treatment programs. A "very effective" or "effective" rating was given by 16% (n=65) of teachers and 28% (n=42) of administrators. About 69% (n=288) of teachers and 62% (n=92) of administrators, rated the programs as "moderately effective" or "somewhat effective". About 15% (n=61) of teachers and 10% (n=14) of administrators rated the programs "not effective at all".

STAFF TRAINING

Staff reported the types of training that teachers and administrators had received on student alcohol/drug use prevention and education during 1996-97. Of those who responded (452 teachers, 152 administrators), most teachers (78%, n=354) and less than half of administrators (47%, n=152) had not attended any workshops, conferences or training seminars on student alcohol/drug use prevention and education during the 1996-97 school year. About 20% (n=88) of teachers and 49% (n=75) of administrators had attended one or two such sessions, and only 2% (n=10) of teachers and 3% (n=5) of administrators had been to three or more such sessions.

Staff respondents (450 teachers, 142 administrators) indicated whether they had received any training in either the ESRII or Healthy Choices prevention curriculum. Approximately 38% (n=170) of teachers and 48% (n=68) of administrators reported having received training in one or both of these curricula. Therefore, of those surveyed, 62% of teachers and 52% of administrators had not received any training in these curricula.

Finally, 600 staff respondents (452 teachers, 148 administrators) indicated whether they had received any other AISD-sponsored training in student substance use prevention in the past

two years. Only 21% (n=95) of teachers and 32% (n=48) of administrators who responded indicated they had received such training.

SUMMARY

More than half (58%, n=183) of staff respondents reported that the presence of alcohol on campus stayed the same. Of those staff respondents who indicated that the presence of alcohol on campus was increasing, the majority of them were middle or high school teachers. Most administrators and elementary teachers reported that the presence of other drugs on campus had stayed the same, while most middle and high school teachers reported that the presence of other drugs was increasing.

Of those staff surveyed, most staff respondents were not very familiar with the district's SDFSC drug prevention and education programs and curriculum materials. When asked for their opinion on the effectiveness of the district's student substance use prevention programs, most staff respondents gave a rating of "moderately effective" or "somewhat effective".

Finally, very few staff respondents indicated that they had received any kind of training in substance use prevention and education.

SAFE AND DRUG-FREE SCHOOLS PROGRAMS

STUDENT PROGRAMS

The following section describes the SDFSC-funded student programs that were supported in AISD during 1996-97. The programs varied in their structure, content and implementation. Some were campus-specific, while others were district-wide. The programs that are described in this section include the following:

- campus-based programs,
- Drug Abuse Resistance Education (DARE),
- Peer Assistance and Leadership (PAL),
- private schools,
- Reality Oriented Physical Experiential Session (ROPES), and
- Substance Use Prevention Education and Resources (SUPER I).

Some of the program-specific information that will be presented in this report was provided through the use of the AISD Office of Program Evaluation's **GEN**eric **E**valuation **SYS**tem, or GENESYS. [For detailed information regarding GENESYS, see *GENESYS 1990-91: Selected program evaluation* (OPE Publication 90.30). Austin TX: Austin Independent School District.] The GENESYS program information that will appear for DARE, PAL, ROPES and SUPER I includes the following:

- student gender (male, female) and ethnicity (African American, Hispanic, Other),
- low income (students who received free or reduced meals anytime during the school year),
- limited English proficiency (LEP) (students who received limited English proficiency services anytime during the school year),
- overage for grade (students who are one or more years older than the expected age for students in that grade),
- special education (students who participated in any type of special education services during the school year),
- gifted/talented (students who were enrolled in one or more gifted/talented or honors classes during the school year), and
- Texas Assessment of Academic Skills (TAAS) passing rates.

CAMPUS-BASED PROGRAMS

1996-97 allocation: $119,845; 1996-97 monies spent: $79,664; Students served: 112,580; Staff served: 6,950; Cost per student served: $1.41

Campus-based programs were designed to allow school staff the latitude to initiate and create innovative programs toward a drug-free learning environment. Austin area private schools included in the AISD boundaries were eligible to receive SDFSC funds as were all AISD public schools on a per pupil basis. Private schools receiving funding through the SDFSC grant are discussed later in this report.

Guidelines and applications for applying for funds were sent to each principal. Applications were reviewed to verify that each campus' proposed program was aligned with the goals of the SDFSC grant and to check that staff, parents, and community organizations were involved in the planning process. At the end of the school year, schools receiving SDFSC funding for campus based programs were surveyed on their campus SDFSC activities. Schools were asked to report monies spent for each activity or purchase; numbers of students, staff, parents, and other community members served; and an opinion of the impact of each activity/purchase. Campus SDFSC activities or purchases included the following:

- (33%) student classroom instruction, and/or instructional/curriculum or library materials,
- (23%) student consulting and special school presentations (e.g., performances, invited guest speakers),
- (13%) supplemental support for district-wide SDFSC program efforts (e.g., DARE, PAL, ROPES),
- (12%) special student activities or events (e.g., conferences, field trips, retreats, Red Ribbon Week, student transition/exchange activities between vertically-aligned schools),
- (7%) community, family and parent education (e.g., newsletters, materials, special events),
- (5%) ongoing student services and support (e.g., support groups, clubs, counseling);
- (4%) staff training (e.g., conferences, professional development, stipends for substitute), and
- (3%) student supplies (e.g., ID cards, pencils, posters, t-shirts, stickers).

In many cases, there were some of the same activities (e.g., speakers, performances) being funded with SDFSC monies at different AISD schools. For instance, a puppet show was funded at twenty-two schools using SDFSC monies. However, there also were unique activities or materials funded, such as student conflict resolution training materials, student decision making support groups, family nights, and a family/student newsletter. All schools rated their activities as meeting or exceeding the intentions of the program. When asked whether SDFSC funds should continue to be available for campus-based initiatives, 88% (n=80) agreed or strongly agreed, 4% (n=4) disagreed or strongly disagreed, 1% (n=1) responded neutrally, and 7% (n=6) did not provide an answer).

DRUG ABUSE RESISTANCE EDUCATION (DARE)

1996-97 allocation: $59,083; 1996-97 monies spent: $48,358; Students served: 6,165; Cost per student served: $7.84

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). SDFSC monies paid for curriculum, officer training, the salary of a full-time secretary, and program support. Officer salaries, mileage, and some reproduction costs are paid by APD. Area businesses also provided support by donating t-shirts, bumper stickers, and other promotional materials. DARE officers also did some fundraising to supplement the cost of some promotional materials for the students.

Developed by the Los Angeles Unified School District (LAUSD) in 1983, the DARE curriculum was introduced to 20 AISD elementary schools during the 1987-88 school year. Since 1989, DARE has been conducted in all 67 elementary schools and 15 middle/junior high schools in the district. However, due to budgetary and staff cutbacks in APD, DARE was implemented only at the fifth grade level in 1996-97. The school year was divided so that fifth-graders from one-half of the elementary campuses received the program during the fall semester, and the other half during the spring semester. The 17-week fifth-grade curriculum focuses on providing accurate information about alcohol and drugs, building self-esteem, and teaching students decision-making skills, resistance techniques, and alternatives to drug use.

Student Characteristics

DARE served approximately 6,165 fifth-grade students in AISD during 1996-97. Some characteristics of DARE students served appear in Tables 4 and 5.

Table 4: Description of DARE Participants, 1996-97

Fifth Graders	Gender	Ethnicity	Low Income	LEP	Overage for Grade	Special Education	Gifted/ Talented
6,165	52% Male	17% African-American	54%	13%	10%	17%	8%
	48% Female	41% Hispanic					
		42% Other					

Source: GENESYS of AISD Student Master Files

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Table 5: TAAS Performance Among DARE Participants (all fifth graders), 1996-97

TAAS Test Among All 5th Grade Students	Passing Rates (number of students)
Reading	74% (n=4,973)
Mathematics	71% (n=4,999)
All	64% (n=5,082)

Source: GENESYS of AISD Student Master Files

DARE Test of Student Knowledge

The DARE student test was administered to students in order to assess the effects of the DARE program on students' knowledge of drug-related issues, such as peer pressure, decision making, and effects of drug use. Due to scheduling limitations, the DARE student test was administered only to fifth grade students who were taking DARE during the spring semester. The test was administered as a pre- and post-test. The pretest was given to students at the beginning of the DARE class in January 1997, and an identical posttest was given at the end of DARE in May 1997.

The DARE student test contains 30 multiple-choice questions. However, it should be noted that the psychometric properties of this instrument have not been established. For this reason, the test should be regarded as a somewhat informal measure, and results of the test should be interpreted with caution.

Almost all fifth grade students taking DARE in the 1997 spring semester completed both the pretest (n=1,765) and the posttest (n=1,720). Due to class scheduling differences, year-round schools were not included in the DARE student test analysis.

For each test question, there was an increase between the percentage of students who answered correctly on the pretest and the percentage of students who answered correctly on the posttest. Noteworthy gains between pretest and posttest results are indicated below.

- Increased understanding of the meaning of consequences. On the pretest, 46.8% of students answered correctly that consequences could be the result of something you do or choose not to do. On the posttest, 65.5% of students answered this item correctly.
- More accurate perception of the prevalence of alcohol abuse among students. On the pretest, 24.9% of students correctly answered that approximately 15% of 7th graders have been drunk on alcohol. On the posttest, 60.2% correctly answered this question.
- Increased awareness of different strategies for saying "no" to drugs. On the pretest, 64.4% of students recognized the difference between effective and ineffective ways to refuse offers of drugs and alcohol. On the posttest, the percentage of students answering this question correctly rose to 85.2%.
- Better understanding of the meaning of a stressor. On the pretest, 66.3% correctly identified a stressor as any situation that puts strain or mental pressure on a person. On the posttest, 83.3% chose this answer.

- Increased ability to detect the difference between a TV commercial advertisement and a public service announcement. On the pretest, only 48.2% of students knew the difference between a TV commercial and a public service announcement. On the posttest, 76.6% of students were able to distinguish between the two types of media information.
- Increased understanding of the physical effects of alcohol. There was a 13.9 percentage point increase between pretest (25.9% correct) and posttest (39.8% correct) for students being able to identify alcohol as a drug that slows the body down.

DARE Student Essays

As part of course completion requirements, each DARE student wrote an essay at the end of the DARE course. A small sample of student essays (n=20) were analyzed for content. Students were asked to compose their essay based on the following questions:

1. What did you learn from the DARE program?
2. How can what you have learned from DARE help you in everyday life?
3. What are your goals for the future?
4. How can keeping your mind and body "drug-free" help you reach your goals?

A content analysis of the essays found students' responses for the first two questions addressed the following: basic knowledge about drugs, alcohol, violence, stress, and gangs; and behavioral skills such as responsible decision-making and how to say "no" to drugs. Some examples of basic knowledge gained from DARE included the following:

- the physical and emotional effects of drug use,
- the definitions and categories of different drugs, and
- how drug use can have dangerous consequences (e.g., addiction, illness, death, and trouble with the law).

Some important behavioral skills mentioned by students included the following:

- ways to resist peer pressure and drug use (e.g., finding positive alternative activities, staying away from those who use drugs),
- positive and nonviolent ways to communicate with others, such as how to handle disagreements, arguments and problem-solving,
- how to make thoughtful decisions by first thinking about the possible consequences of making certain choices, and
- gains in self-esteem, confidence, and assertiveness skills, along with the knowledge that every person has rights, is unique, and deserves respect.

A content analysis of the other two essay questions dealt revealed that students' responses addressed some common goals and ways to attain those goals by not using drugs. Students most often mentioned goals that were related to education, career/work, and general life satisfaction. Some examples of education goals included the following:

- getting good grades,
- finishing high school,
- going to college and finishing college, and
- getting a graduate degree.

Some examples of career/work goals included the following:

- getting a good job, and
- having a career or careers in a certain field (e.g., athletics, law, business, arts, medicine, teaching, government).

Finally, some general life goals included the following:

- being happy,
- being healthy,
- getting married and having a family,
- being successful, and
- being a role model and helping others.

Staying "drug-free" was seen by students as essential to maintaining a healthy mind and body, being able to do one's job well, having more opportunities/choices, having high self-esteem, thinking well and making good decisions, and saving money.

DARE Officer Survey

In an interview during the spring of 1997, all eight DARE officers were asked to discuss their opinions of the DARE program and curriculum. Officers addressed the strengths of DARE, concerns and problems with DARE, and recommendations for improving DARE.

Strengths of DARE

Officers considered the following to be strengths of the DARE program:

- There was an increase in students' trust and cooperation with police officers.
- The DARE 5th grade curriculum was appropriate for that grade level.
- The DARE 5th grade curriculum was effective in teaching students the following:
    1. the effects of drugs and alcohol,
    2. skills for resisting negative peer pressure, and
    3. skills to use in a classroom setting.
- The DARE 5th grade curriculum delivered a "no use" message about drugs and alcohol (one officer responded neutrally).
- There was general support for the DARE program from students, parents, school staff and the general public.

Concerns About DARE

The officers identified four major concerns or problems with DARE:

- uncertainty of whether the DARE program would be continued the next school year,
- need for adequate staffing (officers) and budget resources to implement DARE to all AISD 5th graders,
- negative public perceptions of DARE due to recently published findings that question the efficacy of DARE in preventing future drug use, and
- desire to get more classroom teacher involvement in students' DARE experience by having teachers attend some of the DARE class periods.

Recommendations for DARE

The officers gave five general recommendations for improving DARE:

- The entire DARE program should be implemented as it was originally designed (pre-kindergarten – 12, and parent education), not at just one grade level.
- More teacher and parent involvement is needed to support what the students learn and experience in DARE.
- Certain DARE curriculum units, specifically on gangs, should be updated and improved to be more relevant and realistic.
- A resource library should be made available for the officers to use in order to obtain instructional materials to supplement their curriculum lessons.
- Central administrative staff should have more contact with the DARE program by visiting DARE classes to have a better understanding of children's experiences during a DARE class.

PEER ASSISTANCE AND LEADERSHIP (PAL)

1996-97 allocation: $24,904; 1996-97 monies spent: $22,843; Students served: 1,382; Cost per student served: $18.02

PAL is a peer-helping program offering course credit to selected eighth, eleventh, and twelfth graders who function as peer helpers ("PALs") to other students ("PALees") at their own schools as well as at feeder schools. The goal of the PAL program is to help other students have a more positive and productive school experience. To reach this goal, PAL students do the following:

- provide both individual and group peer support,
- help prevent students from dropping out of school,
- help students make more informed and responsible decisions,
- promote improved behavior and school attendance,
- encourage improvement in academic performance, and
- provide tutoring.

In addition to their work with other students, PAL students are involved in a community service learning project each year. The purpose of this project is to extend PAL student helping into the community. This past school year, the service learning theme for the district was "service for safe families." PAL student groups at sixteen campuses helped direct fundraising and collection of household items for a local center that serves abused women and children and for a local non-profit home that cares for and supports infants with HIV.

The SDFSC grant provided the following to the PAL program:

- a program consultant, who served as the district's PAL program coordinator;
- a part-time program clerk; and,
- consultants to supply additional training, curriculum support, and student conferences.

Sixteen PAL schools (middle/junior high and high) worked with thirty-four PALee schools. The entire AISD PAL program included approximately 336 PAL students providing assistance to 1,046 PALee students. Tables 6, 7, 8, and 9 display some characteristics of the PAL and PALee students.

PAL students received 20 hours of training per semester in addition to an initial 30 days of classroom training. The training covered a number of topics, such as self-awareness, group dynamics, communication skills, helping strategies, problem-solving, decision-making skills, tutoring skills, knowledge of school/community resources, conflict resolution, and substance abuse prevention. Substance abuse prevention information was presented by visiting community experts, guest speakers, or videotapes. Additional training and seminars continued on a weekly basis throughout the school year. After the first six weeks of PAL training, PAL students began meeting with their PALees. PALs work under the supervision of the PAL teacher and guidance counselors. Middle school PALs met with their PALees for 20-25 minutes once each week, and high school PALs met with their PALees for 40-45 minutes once each week.

Table 6: Description of PAL Participants, 1996-97

PALs	Gender	Ethnicity	Low Income	LEP	Overage for Grade	Special Education	Gifted/ Talented
High School PALs (n=180)	37% Male 63% Female	15% African-American 24% Hispanic 61% Other	14%	1%	8%	3%	15%
Middle School PALs (n=156)	34% Male 66% Female	27% African-American 18% Hispanic 55% Other	33%	3%	11%	3%	22%

Source: GENESYS of AISD Student Master Files

Table 7: TAAS Performance Among PAL Participants, 1996-97

PALs	TAAS Reading	TAAS Mathematics	TAAS All Sections
High School (n=177) (exit TAAS)	99%	98%	98%
Middle School (7^{th} graders, n=4) (8^{th} graders, n=143)	7^{th} graders 100% 8^{th} graders 91%	7^{th} graders 100% 8^{th} graders 83%	7^{th} graders 100% 8^{th} graders 78%

Source: GENESYS of AISD Student Master Files

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Table 8: Description of PALee Participants, 1996-97

PALees	Gender	Ethnicity	Low Income	LEP	Overage for Grade	Special Education	Gifted/ Talented
High School PALees	NA*	NA*	NA*	NA*	NA*	NA*	NA*
Middle School PALees (n=569)	45% Male 55% Female	22% African-American 33% Hispanic 46% Other	46%	5%	14%	16%	6%
Elementary School PALees (n=469)	54% Male 46% Female	23% African-American 38% Hispanic 38% Other	69%	12%	9%	23%	2%

Source: GENESYS of AISD Student Master Files * Information Not Available for High School PALees.

Table 9: TAAS Performance Among PALee Participants, 1996-97

PALees	TAAS Reading	TAAS Mathematics	TAAS All Sections
High School	NA*	NA*	NA*
Middle School			
(6th graders n=369)	6th graders 70%	6th graders 58%	6th graders 52%
(7th graders n=78)	7th graders 71%	7th graders 68%	7th graders 59%
(8th graders n=111)	8th graders 67%	8th graders 39%	8th graders 37%
Elementary School			
(3rd graders n=93)	3rd graders 45%	3rd graders 49%	3rd graders 34%
(4th graders n=91)	4th graders 58%	4th graders 52%	4th graders 48%
(5th graders n=126)	5th graders 63%	5th graders 47%	5th graders 45%
(6th graders n=21)	6th graders 39%	6th graders 25%	6th graders 19%

Source: GENESYS of AISD Student Master Files * Information Not Available on High School PALees.

PAL/PALee Activities

As part of the course requirements, PAL students kept a journal and completed activity reports every six weeks on the PALee students they served. The six-week reports provided information on the type and frequency of topics discussed by PALs and PALees during their meetings. The types of topics discussed included self-concept, relations with others (e.g., family, students, teachers), the importance of school attendance, tutoring, and drug/alcohol/tobacco use. Table 10 reflects the percentages of times that each topic was discussed during the PAL/PALee meetings. Note that more than one topic could be addressed during each meeting. The most commonly discussed topics were self-concept (56%), relations with other students (50.2%), and drug/tobacco/alcohol abuse (49.3%).

Table 10: Description of PAL Activities, 1996-97

Types of Help	Percent of Times Addressed
Self-Concept	56.0%
Relations with Other Students	50.2%
Drug, Tobacco, &/or Alcohol Abuse (self and others)	49.3%
Relations with Family Members	40.8%
Relations with Teachers	36.6%
Relations with Closest Friends	34.3%
Daily School Attendance	20.8%
Tutoring	19.3%
Staying in School Long-term	16.0%

Source: SDFSC program files. * PALs and PALees may discuss more than one topic per session.

PRIVATE SCHOOLS

1996-97 allocation: $12,311; 1996-97 monies spent: $6,429; Students served: 2,127; Staff served: 121; Cost per student served: $3.02

By law, private schools within the district's boundaries are offered the opportunity to receive SDFSC funds for the development or expansion of comprehensive (grades pre-kindergarten to 12) age-appropriate programs related to substance abuse and safety. Funds may be used for *acquisition or implementation of programs, staff development, consultants, materials, supplies, equipment,* and *registration fees for workshops or training.*

Of the 16 private schools eligible for SDFSC monies during 1996-97, only 10 used these funds to supplement their curriculum. Examples of private schools' uses of SDFSC monies included instructional or library resource materials, supplements to drug prevention curricula (e.g., DARE), and guest speakers on drug/alcohol prevention issues. All participating private schools rated their SDFSC purchases or activities as meeting or exceeding their intended effect, and all agreed that SDFSC monies should continue to be made available to private schools. Table 11 lists the participating private schools, their allotments and expenditures, and the grade span and number of students served, based on the schools' self-report forms.

Table 11: Private Schools Receiving SDFSC Funding, 1996-97

Private School	SDFSC Allotment	SDFSC Expenditures	Grade Span of Students Served	Number of Students Served
Great Hills	$1,138	$326	10 – 12	300
Kirby Hall	$609	$510	5 – 12	77
Redeemer Lutheran	$910	$300	Pre-K – 7	304
Sacred Heart School	$837	$836	5 – 6	40
St. Ignatius Martyr	$875	$663	1 – 8	175
St. Louis School	$1,609	$1,516	K – 8	469
St. Martin's School	$805	$726	Pre-K – 12	212
St. Mary's Cathedral	$840	$312	2 – 8	142
St. Paul Lutheran	$788	$420	1 – 8	168
St. Theresa's School	$821	$820	Pre-K – 5	240
Total	**$9,232**	**$6,429**	**Pre-K – 12**	**2,127**

Source: SDFSC program files

ROPES PROGRAM

1996-97 allocation: $110,611; 1996-97 monies spent: $108,110; Students served: 1,843; Staff served: 117; Cost per student served: $58.65

Program Background

In 1996-97, 1,843 students participated in AISD's Reality Oriented Physical Experiential Session (ROPES) program. There were a total of 2,433 student sessions with ROPES staff, since students attended multiple phases of the program. The grant provided the salaries for the project manager and two program facilitators, substitutes to allow participation by teachers, transportation costs, and program support.

The ROPES program is operated by AISD's Office of School-Community Services. During the 1990-91 school year, AISD staff developed and implemented the ROPES program, a retreat workshop designed to serve both AISD students and staff. The ROPES program is a series of team-building exercises revolving around a set of physical challenges, in part borrowing features from similar programs such as Outward Bound and the U.S. Army Confidence Course. The experiential education activities in which students engage are designed to develop such skills as team building, trust, communication, decision-making, problem-solving, and negative peer pressure resistance.

The implementation of ROPES activities that impart the "no use" message to students was instrumental in influencing the Frost National Bank to underwrite the construction of a fully equipped ROPES facility on AISD property near Norman Elementary in 1994. Since that time, this facility has provided experiential activities for over 9,000 individuals.

Program Implementation

The program for secondary students consists of five phases. During **Phase I**, teachers are trained in strategies for facilitating small group activities and processing group learning. **Phase II** entails student orientation, in which students are introduced to program activities by staff and teacher facilitators. **Phase III**, involves a day long retreat at the ROPES course in which students and teacher facilitators participate in experiential educational activities designed to develop leadership skills, trust, communication, collective problem-solving, and negative peer pressure resistance. ROPES staff members develop and provide **Phase IV** of the program to the students' teachers by linking students' ROPES experiences with personally-relevant life experiences through brainstorming and role-playing techniques such as charades and group presentations. Some suggested topics for the role-playing and presentations include the following:

- your boyfriend/girlfriend is pressuring you to have sex;
- gang members are intimidating you and your friends and trying to get you to join the gang;
- someone is selling drugs at school or in the neighborhood and trying to get you to use drugs;
- a group of people at school thinks that the only way to have fun is to smoke, drink, and/or use drugs;
- one of your friends is skipping school a lot, is failing, and wants to drop out.

Teacher facilitators modify presentation topics as needed to help students with their presentations. In Phase IV, more than in any other, the no-use drug message is promoted. The final phase, **Phase V**, involves a second full-day retreat during which the students once again participate in ROPES activities. This phase allows students to continue developing and practicing their decision-making, communication, and problem-solving skills. Elementary workshops include the first four phases of the program, eliminating the second ROPES activity, in order to serve more students from those schools. Teacher workshops last only one day and involve only Phase III, the first ROPES activity.

Student Participants

Tables 12 and 13 provide characteristics of ROPES student participants for 1996-97.

Table 12: Description of ROPES Participants, 1996-97

ROPES	Gender	Ethnicity	Low Income	LEP	Overage for Grade	Special Education	Gifted/ Talented
High School ROPES Students (n=96)	69% Male 31% Female	30% African-American 42% Hispanic 28% Other	55%	6%	54%	16%	2%
Middle School ROPES Students (n=494)	50% Male 50% Female	33% African-American 39% Hispanic 28% Other	52%	4%	17%	13%	9%
Elementary School ROPES Students (n=1253)	51% Male 49% Female	19% African-American 50% Hispanic 31% Other	63%	16%	9%	17%	5%

Source: GENESYS of AISD Student Master Files

Table 13: TAAS Passing Rates Among ROPES Student Participants, 1996-97

ROPES	TAAS Reading	TAAS Mathematics	TAAS All Sections
High School (n=33) (exit TAAS)	67%	67%	52%
Middle School			
(6th graders n=173)	6th graders 72%	6th graders 61%	6th graders 55%
(7th graders n=187)	7th graders 73%	7th graders 57%	7th graders 54%
(8th graders n=106)	8th graders 61%	8th graders 45%	8th graders 36%
Elementary School			
(4th graders n=112)	4th graders 91%	4th graders 87%	4th graders 80%
(5th graders n=975)	5th graders 67%	5th graders 65%	5th graders 57%

Source: GENESYS of AISD Student Master Files

Staff Participants

Toward the end of the spring semester, AISD staff participants were surveyed about their Phase IV ROPES experiences. From twenty-seven school groups that participated in ROPES during 1996-97, staff from seventeen schools returned surveys. The survey asked staff about the activities in which their group participated, and whether students gained important skills to resist drug/alcohol abuse from the ROPES experience. When asked whether the Phase IV ROPES experience helped students gain skills to help them resist drug/alcohol abuse, thirty of thirty-three staff responded positively. Those who responded negatively explained in written statements that the topic of resisting drug/alcohol abuse was not mentioned during their Phase IV ROPES experience.

Staff also were asked to list the specific skills students gained from ROPES that helped them to resist drug/alcohol abuse. Respondents reported an emphasis on the following skills and abilities most often:

- self-esteem;
- confidence;
- responsible choices and decision-making;
- understanding consequences;
- goal-setting, planning and problem-solving (as individuals and as a group);
- willingness to ask others for help;
- communication;
- teamwork; supporting others with positive words or actions;
- leadership;
- accomplishment.

SUBSTANCE USE PREVENTION EDUCATION AND RESOURCES (SUPER I)

1996-97 allotment: $62,190; 1996-97 monies spent: $24,043; Students served: 224; Cost per student served: $107.33

Program Overview

SUPER I (Substance Use Prevention Education and Resources) is a school-based middle- and high-school curriculum which is offered as a positive alternative to mandatory, long-term removals of students who have committed alcohol or drug-related offenses for the first time (excluding offenses involving the sale or distribution of controlled substances). The Metropolitan Atlanta Council on Alcohol and Drugs (MACAD) developed the SUPER I program. With corporate assistance from Motorola, Inc. and in partnership with Pathways Community Counseling (a local agency), SUPER I began as a pilot program in AISD middle schools in the fall semester, and expanded to include all 10 high schools in the spring semester. Pathways provides some of the facilitators for SUPER I sessions and training to facilitators.

The following are programmatic goals of SUPER I:

- stopping short- and long-term substance abuse among the targeted population,
- improving family communication skills, and,
- promoting family involvement in support services.

The primary incentive for participation is an abbreviated term of two weeks, rather than the standard six weeks, at the district's Alternative Learning Center (ALC). If the student and his or her parents (or other significant adult) complete the voluntary, eight-hour, four-session program, then arrangements may be made by the student's principal to have the student return to the home school. This would allow the student to be kept in school under supervision and prevent the student from falling further behind in his or her studies. For the purposes of the pilot program, all students referred to SUPER I during 1996-97 were considered first-time offenders (ignoring students' referral histories to the ALC prior to the 1996-97 school year, including any referrals for drug- or alcohol-related reasons).

AISD SDFSC funds were used primarily for startup and operation of the SUPER I program which included the following:

- purchasing SUPER I materials from MACAD,
- stipends for training facilitators,
- extra-duty pay for facilitators (SUPER I presented in after-school, evening sessions), and,
- program planning and consultation.

In addition, the district also provided Spanish-language translations of program materials to better serve some SUPER I families. The district agreed to provide the translated materials to MACAD for an in-kind exchange of additional materials, including booklets and videotapes, and future typesetting and provision of Spanish-language materials.

Motorola, Inc.'s financial contributions to the SUPER I program were used primarily to fund stipends for Pathways' facilitators, supplement Pathways' overhead costs, and purchase SUPER I materials.

Scope and Method

The evaluation focused on the impact of the SUPER I program in reducing student repeaters to the ALC. A database of all referred students was established and maintained as the basis for longitudinal tracking. In the first year, students from three cycles were selected for tracking purposes. OPE's *Student Alcohol and Other Drug Use Survey (SAODUS)*, an instrument which asks secondary students to report on recent and long-term substance use and attitudes toward use, was administered to students in all SUPER I cycles during three separate months. Participants were asked to complete the survey immediately prior to their first SUPER I session. Two scales, the *Parent-Adolescent Communication Survey* and the *Family Satisfaction Survey*, developed at the University of Minnesota's Center for Family Social Research, were employed as measures to assess the effectiveness of SUPER I in improving family communication skills. These two instruments were intended to be repeated three months after completion of SUPER I as post-program measures; however, the return rate for these surveys was unacceptably low, so no comparisons could be made to determine program gains with these instruments.

SUPER I program facilitators, co-facilitators, and police officers also completed evaluation forms at the conclusion of each cycle, enabling program staff to determine which students/families did or did not complete the cycle. Feedback was obtained from these individuals for ongoing problem identification in implementation of the SUPER I program. In addition to the above measures, surveys of key program staff, including ALC staff, home campus transition facilitators, and principals were also conducted to gather a more complete picture of the effectiveness of the SUPER I program.

Students and Families Served

Of the 1,502 students removed to the district's Alternative Learning Center in 1996-97, 459 (30.5%) were admitted for reasons related to alcohol or illegal substances, including simple possession of alcohol or drugs (AOD), or being under the influence of these substances. Of this number, 224 students entered the SUPER I program. Because high school students who committed AOD offenses were not eligible to participate in SUPER I until the spring semester, there was a disparity between the total number of high school students referred to the ALC for AOD offenses and the number of students entering SUPER I.

Several important distinctions were found between the student population served by SUPER I and the regular AISD secondary population:

- Attendance rates in both semesters for middle school SUPER I students (85% in the fall, 81% in the spring) were markedly lower than for non-program students (95% in the fall, 92% in the spring), and slightly lower for high school students (88% in the fall, 82% in the spring), compared to their non-program peers (90% in the fall, 88% in the spring).
- SUPER I students at both secondary levels do not fare as well in the classroom as non-program students. Grade averages for both middle and high school students in the SUPER I program were lower than those of all AISD middle and high school students.

Table 14 summarizes some characteristics of students served by SUPER I. Table 15 summarizes the number of students and families served by the program at the high school and middle school levels, according to whether or not they completed the SUPER I program.

Table 14: Description of SUPER I Participants, 1996-97

SUPER I	Gender	Ethnicity	Low Income	Overage for Grade	LEP	Special Education	Gifted/ Talented
Middle School (n= 114)	81% Males 19% Females	18% African American 57% Hispanic 25% Other	57%	39%	5%	25%	3%
High School (n= 107)	81% Males 19% Females	12% African American 42% Hispanic 46% Other	30%	41%	1%	16%	4%

Source: GENESYS of AISD Student Master Files

Table 15: SUPER I Participation, Completers vs. Non-completers

SUPER I	Middle School	% of Total	High School	% of Total	Total	% of Total
Completers	87	39.01%	89	39.73%	176	78.57%
Non-Completers	31	13.83%	17	7.59%	48	21.43%
Total	118	52.67%	106	47.32%	224	100%

Source: GENESYS of AISD Student Master Files

Of the 224 students who participated in SUPER I, slightly more than half were from junior high or middle schools (118, or 52.67%). However, high school students were only admitted to the program in the spring semester, yet the number of referrals from high schools (106, or 47.32%) was nearly equal to that from junior high/middle schools for both the fall and spring semesters.

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Overall, approximately 79% of all students who enrolled in SUPER I completed the two-week program, resulting in abbreviated stays at the ALC. Because it is a condition of the program for parents (or other adults) to attend all sessions, students may have failed to complete all four sessions due to adult absence. However, the percentage of students failing to complete the cycle for this reason is unknown.

Student Substance Use Self-Report

Students entering all cycles of SUPER I in three separate months were asked to voluntarily complete the *Student Alcohol and Other Drug Use Survey* (SAODUS), an instrument which has been used in the district to assess levels of use and attitudes of students toward use of alcohol and other drugs. Students were assured of anonymity and confidentiality. Results of these survey items were compared to identical items on the *Student Substance Use and Safety Survey* (a more recent version of the SAODUS), which was administered to secondary campuses district-wide in the spring. Comparisons should be made with caution due to differences in sample size, survey conditions, and general population differences between the two groups. Keeping this caveat in mind, and the fact that this measure was made prior to completion of the program, the survey data suggest the following:

- When asked to report cigarette use, only 47% of SUPER I students, compared to 74% of all AISD secondary students, indicated they had not used cigarettes in the past month. However, a higher proportion of SUPER I students (27%) appear to be heavy smokers (reported smoking 20 or more times in the previous month) compared to all secondary students (8%).
- When asked to report beer consumption, 58% of SUPER I students, compared to 72% of all secondary students, indicated they had not drunk beer in the past month. Only small percentages (SUPER I - 4%, all secondary students - 3%) of each group reported heavy beer drinking (20 or more times) in the previous month.
- Usage pattern differences for liquor among the two groups are similar to beer consumption patterns, but slightly higher percentages of both groups reported they did not use liquor (SUPER I - 61%, all secondary students - 76%). SUPER I students were more than twice as likely to have consumed liquor in the previous month (28%) than had all secondary students (13%). Percentages of students in both groups reporting heavy use was low (0%-2%).
- Perhaps the most pronounced difference in the two groups was in their self-reported recent use of marijuana. Though 78% of secondary students reported that they did not use marijuana, only 45% of the SUPER I students reported the same. Furthermore, nearly twice the percentage (15%) of SUPER I students as secondary students (8%) reported using marijuana occasionally (1 or 2 times in the previous month). The greatest contrast was among those reporting relatively heavy usage rates (11-19 times); 34% of SUPER I students reported this rate of usage in contrast to only 2% of all secondary students.

Measures and Perceptions of Program Effectiveness

Table 16 shows the level of ALC "repeaters" among SUPER I referrals, i.e., those students who were removed to the ALC more than one time in the 1996-97 school year. The numbers below the row labeled "All ALC Repeaters" includes SUPER I participants who were later returned to the ALC for **all** reasons, including alcohol and drug-related offenses, and including those who may have participated in SUPER I during their second removal. Twenty-nine SUPER I completers were returned to the ALC, yielding a return rate of 16.5% among the completers. However, only three students among the program completers returned to the ALC for alcohol or drug-related (AOD) reasons, yielding a recidivism rate of 1.7% for the completers. A total of only six students, completers and non-completers alike, were returned to the ALC for AOD-related reasons for an overall recidivism rate of 2.7% for all SUPER I participants. For purposes of comparison, the total repeat enrollment rate at the ALC in 1996-97 was 12.38%.

Table 16: ALC Repeaters Among SUPER I Participants, 1996-97

SUPER I	Middle School		High School		Total	
SUPER I Participants						
Completers	87		89		176	
Non-completers	31		17		48	
Total	118		106		224	
All ALC Repeaters	*Once*	*Twice*	*Once*	*Twice*	*Once*	*Twice*
Completers	18	2	9	0	27	2
Non-completers	9	0	2	0	11	0
Total	27	2	11	0	38	2
AOD ALC Repeaters	*Once*	*Twice*	*Once*	*Twice*	*Once*	*Twice*
Completers	1	0	2	0	3	0
Non-completers	3	0	0	0	3	0
Total	4	0	2	0	6	0

Source: 1996-97 Alternative Learning Center Year End Report

SUPER I program facilitators, co-facilitators, and AISD police officers were asked to estimate the effectiveness of SUPER I in achieving two of the primary goals of the program: 1) Deterring student alcohol and drug use, and 2) Improving family communications. While most respondents rated SUPER I favorably, their responses tended to favor the program's impact on family communications (95% rated it as "Somewhat Effective" or "Very Effective") over its effectiveness in deterring student use of drugs and alcohol (69% of responses rated it as "Somewhat Effective" or "Very Effective").

Program facilitators, co-facilitators, and police officers also were asked to provide additional comments on the SUPER I program. These comments followed several major themes:

- The most common suggestions for improving the program were to update the materials and to include data and statistics pertinent to Austin and Texas, and to require both parents to attend all sessions if both live in the home.
- Activities and program materials required more than the time allotted.
- SUPER I is seen as a positive first step in getting parents and students to communicate about problems at home and at school.

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- Most facilitators and co-facilitators (92%) stated a preference for a team approach to program presentation. The majority of the respondents also stated that they shared responsibilities for facilitation of activities equally.
- Almost one-fourth (24%) of facilitators (including co-facilitators and police officers) reported utilizing their own materials in their presentations, including pencils, refreshments, knowledge, and personal experiences.
- Practice makes perfect. Staff scheduling and availability of materials became increasingly efficient during the course of the first year.

A survey on program effectiveness also was mailed to the ALC transition facilitators at the 25 secondary campuses. Thirteen surveys (52%) were returned. Of the thirteen responses, six (46%) agreed or strongly agreed that SUPER I had had a positive effect on students behaviors, two disagreed (15%), and five (39%) offered no opinion. Additional comments and suggestions from the transition coordinators included:

- Anecdotal reports of improved behavior after the student returns to his or her home campus.
- Some believe that some students continue to offend once they are returned to their home campus, but are more careful not to be apprehended.
- A number of the facilitators expressed the opinion that the real strength of SUPER I lies in its ability to reestablish communications within families, and in helping parents confront their childrens' substance use and other school-related problems.

CURRICULUM AND STAFF DEVELOPMENT

PRE-KINDERGARTEN TO GRADE 12 CURRICULUM SUPPLEMENT

1996-97 allocation: $6,800; 1996-97 monies spent: $7,872

Objectives

The objectives of the SDFSC-funded pre-kindergarten - 12 curriculum supplement are as follows:

- to continue to provide age-appropriate curriculum to students in grades Pre-K through 12 that covers the areas of drug and alcohol education and prevention;
- to assist campus staff in bringing SDFSC-related curricula, programs, activities and other efforts to AISD students;
- to provide in-service training to teachers and counselors on how to make the best use of materials and consultants dealing with drug and alcohol education and prevention;
- to provide monies for registration fees so that administrators, counselors, and teachers for the SDFSC program can attend state and national conferences in order to stay current with drug and alcohol education and prevention programs and curricula;
- to create a more integrated prevention curriculum that will blend with other academic curricula being taught in the district.

Campus Support

Some of these objectives were attained through campus-based programs (described earlier in this report). For instance, some campuses chose to spend their SDFSC campus allotment on the purchase of instructional or curriculum materials, or on staff training or conferences.

From the district level, one means of assisting the campuses in their SDFSC efforts came in the form of instructional support. During 1996-97, five instructional coordinators had responsibilities in assisting campus staff in SDFSC efforts at the campus level. SDFSC funds from the management section of the budget paid for a portion of each instructional coordinator's salary (see Support Staff and Services described later in this report). Each instructional coordinator represented different core areas, such as mathematics, science and language arts. Their primary roles involved helping campuses to align their campus improvement plans with those of the district, with special focus on their curriculum areas. In their roles as SDFSC instructional coordinators, these individuals were available to assist campus staff with any questions about their SDFSC plans and activities (e.g., procedures, budget, contacts). This enabled campuses to align their campus drug/alcohol education and prevention plans and activities with the district's SDFSC goals and with the requirements of the SDFSC grant.

In an end-of-year interview, four instructional coordinators identified several important issues and needs regarding their roles in the district's SDFSC program. The instructional coordinators identified two academic goals at the core of the SDFSC grant that tied together campus and district improvement efforts: (1) increasing student achievement, and (2) staying in

school. Therefore, in their opinion, the more closely the SDFSC goals and activities can be tied to the academic goals of the district (e.g., improving achievement test scores), the more effective campus efforts will be in drug/alcohol prevention education. Instructional coordinators also stated that it would be useful to have more information on the district's student and staff drug, alcohol, and tobacco usage in order to be more informed when advising campuses on curriculum or program matters. In addition, the instructional coordinators also requested more feedback on the various SDFSC-funded activities occurring at the campuses. They would like to share this information with campuses to point out common or unique SDFSC activities in substance abuse prevention and education.

Curriculum Integration

During 1995-96, the district pursued staff training in the *Education for Self-Responsibility II* (ESR II) (1991) curriculum, which has been updated and renamed *Texas Prevention Curriculum Guide* (September, 1997). The original intention was for a core group of teachers to be trained, and then this group would go to back to their campuses and train other teachers in the ESR II curriculum. The extent to which this continued training has occurred at the campus level is uncertain, and little follow-up was possible this past year. However, in keeping with the district's goals and plans to attain more unified learning through alignment of all curriculum areas, the SDFSC program has begun efforts to integrate the violence and substance abuse prevention curriculum with other academic curricula in the district. Through the cooperative efforts of the Department of Curriculum and the Office of Guidance/Counseling in the Department of School-to-Career, selected teachers, counselors, and other administrative staff have begun work to incorporate basic elements of the violence and substance abuse prevention curriculum into the district's comprehensive guidance curriculum guide. In addition, this process is intended to align this curriculum with other core academic curricula in the district, such as health, physical education, science, language arts, social studies, and mathematics.

Recently, a team of counselors, teachers, and administrative staff created a comprehensive framework for the guidance/counseling curriculum that identified eight specific student competency domains and demonstrable skills to reflect each of those domains. The eight guidance curriculum domains identified are as follows:

- self-knowledge and acceptance,
- interpersonal and communication skills,
- responsible behavior and personal responsibility,
- conflict resolution,
- decision making and problem solving,
- motivation to achieve,
- goal orientation and goal setting, and
- career planning.

The staff took these competencies and matched them to district academic standards (e.g., TEKS). In addition, age-appropriate curriculum materials were matched to the targeted competencies. These materials included lessons from all core academic curricula (e.g., mathematics, health, physical education, social studies, science, language arts) as well as the

violence and substance prevention curriculum. The end result is a guide that can be used by all AISD staff.

The integration of violence and substance abuse prevention curriculum materials, along with other academic curricula, into the district's guidance/counseling curriculum guide seeks to achieve the following:

- provide a complete matrix of instructional materials in life skills that can be applied in any academic class,
- allow campuses a means of achieving district-required elements in their campus improvement plans, and
- allow the district and the campuses to have a customized curriculum for violence and substance abuse prevention and education.

This curriculum integration process will take several years, beginning with a pilot phase, before it is functioning district-wide. Therefore, steps in the implementation and evaluation of the curriculum guide over several years will include the following:

- training staff (counselors and teachers) in the use of the curriculum guide and recommended materials,
- initial pilot and implementation in selected schools at all grade levels,
- incremental expansion of the use of the curriculum guide to all campuses,
- subsequent follow-up with staff and students on the efficacy of the curriculum and guide, and
- modifications to the curriculum guide and materials as needed.

STUDENT ASSISTANCE PROGRAM TRAINING (SAP)

1996-97 allocation: $5,128; 1996-97 monies spent: $5,051; Staff served: 60

The Student Assistance Program (SAP) is a school-based process aimed at helping students address difficulties that affect their ability to perform successfully in school. SDFSC monies paid for training consultants, reading materials and supplies for training sessions, and other program support. Each two-day SAP staff training session includes the following:

- understanding of resilience and protective factors in students,
- recognizing students who are having academic and/or personal difficulties, and
- organizing or strengthening a campus SAP.

When a student is identified as potentially experiencing difficulties, a SAP core team works with the student to provide appropriate school-based assistance. If the student and family needs exceed the capability of campus resources, the SAP team helps the student find an appropriate referral source. Students are monitored to ensure they are progressing satisfactorily. Alcohol and other drug use are the primary concerns upon which the program is focused, along with related student problems that interfere with student functioning. Implementation of the program began with the SAP trainer meeting with the district SAP coordinator at the beginning of the school year to develop a strategy for the year.

Three main objectives were established for the SAP during the 1996-97 school year:

- to provide training for school-based teams who want to establish or strengthen SAPs on their campuses;
- to offer training for campus teams on resiliency and protective factors in at-risk youth;
- to customize training by offering consultation and technical assistance on campus, so that campus teams could begin operations soon after the training.

To varying degrees, these objectives were met successfully. Sixty AISD staff members, representing 12 campuses, were trained during the 1996-97 school year. A sample of 26 staff who received SAP training completed brief evaluation forms at the end of their SAP workshops. Overall, SAP training participants gave favorable ratings to their workshops, indicating that the materials were presented effectively by the trainer, and that the workshops had clearly stated goals and were meaningful and practical.

Since SAP training began in 1992, approximately three-fourths of AISD campuses have had at least one person trained in the SAP process. Due to some budgeting limitations, demand for SAP training was greater than the number of SAP training sessions that could be offered during the year. However, plans for next year include offering more SAP training sessions, especially sessions on resiliency and protective factors, which were rated highly by this year's SAP training participants. Follow-up on campuses was accomplished by the involvement of the SAP program manager and the Visiting Teachers staff working with those campuses. The program manager credited some of the success of campus SAP programs to the participation of the Visiting Teachers because they provide good modeling and leadership for campus programs and become involved in the design of a campus SAP. Staff from several campuses developed written SAP plans as a result of their SAP training. Plans for the next school year include

thorough follow-up procedures to assist campus SAP teams. In addition, a more extensive evaluation effort will be made during 1997-98 to gain feedback from SAP-trained staff on the training they received, the numbers of students served on their campus, and the types of SAP activities/services provided to their students.

During 1996-97, SAP also provided support to other areas of AISD's SDFSC programs, including the purchase of books and references for campus SAP programs, the purchase of videos and reference materials for district support personnel, and bringing in speakers for campus faculties on SAP-related topics (e.g., drug and alcohol abuse, faculty team building, working with students at risk, etc.).

SUPPORT STAFF AND SERVICES

MANAGEMENT

1996-97 allocation: $74,221; 1996-97 monies spent: $72,842

SDFSC Facilitator

A portion of a SDFSC facilitator's salary was paid from SDFSC monies. The facilitator has the following responsibilities:

- coordinating the meetings of the local SDFSC Advisory Committee and the SDFSC Planning Committee;
- monitoring and assisting AISD school campuses in the implementation of campus programs and activities funded through the SDFSC grant; and,
- assisting campuses with identification of SDFSC-appropriate activities.

The facilitator also coordinates with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies.

Budget Control Specialist

A portion of the budget control specialist's salary was paid from SDFSC monies. The budget control specialist manages the accounting procedures associated with SDFSC monies and helped provide detailed information on expenditures for each SDFSC program.

PRIDE Clerk

PRIDE (Prevention and Remediation in Drug Education) is a resource for information on the effects of drugs and alcohol abuse that is made available to staff, students and parents in the district through a resource library. A portion of the PRIDE Clerk's salary was paid from SDFSC monies. The PRIDE Clerk's duties are to monitor the PRIDE materials in the district's resource library.

Instructional Coordinators

A portion of five instructional coordinators' salaries was paid from SDFSC monies. Their duties are to assist schools with aligning the goals of the regular curriculum areas to the goals of the SDFSC programs on campuses.

Evaluation Associate

A portion of the Evaluation Associate's salary was paid from SDFSC monies. The Evaluation Associate provides evaluation of the programs funded through the SDFSC grant.

VISITING TEACHERS

1996-97 allocation: $22,944; 1996-97 monies spent: $22,883

The partial salary of one visiting teacher was paid using SDFSC grant monies during 1996-97. Visiting teachers are primarily responsible for maintaining and improving communications and relationships between families and schools. They are involved in visiting families with children who are having difficulty academically, socially, or emotionally at school and/or in the home environment.

CAMPUS SECURITY OFFICER

1996-97 allocation: $16,237; 1996-97 monies spent: $5,483

A portion of the salary of one campus security officer was provided through SDFSC grant monies during 1996-97. Each secondary campus had one security officer, trained and certified as a law enforcement officer. These officers are responsible for patrolling the campus, providing security to students and staff, and providing instructional support when requested. The officers were trained to work with students, staff and parents.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

SURVEYS

Based on the self-report survey data collected from samples of students and staff during the 1996-97 school year, several statements can be made about student substance use and school safety and AISD's prevention and education efforts. Generally, reported recent substance usage rates for tobacco, alcohol and other illegal drugs increase by grade level (age), except for inhalants. Peaks in reported usage rates for tobacco, alcohol and marijuana often were at ninth and twelfth grade levels. Compared to data from 1995-96, reported recent substance usage rates showed little change. The exception was for reported recent (past month) alcohol usage among seventh graders, where there was an increase from 22% to 31%. When comparing 1995-96 and 1996-97 reported lifetime usage rates among secondary students, there were some notable decreases (at certain grade levels) in usage rates for tobacco, alcohol, inhalants and marijuana. Of all the substances about which students were asked, alcohol was the substance with the highest reported recent and lifetime usage rates, regardless of grade level and survey year.

The majority of student respondents recognized the danger of tobacco, alcohol and other drug substances, and most students reported that they obtained information on substance use from various school and non-school sources. Yet, there were still notable percentages of students who either did not think certain substances were dangerous or who reported they did not know of the potential dangers of certain substances. Furthermore, there were small percentages of students who reported problems at school and with people as a result of drug or alcohol use. More disturbing was the small percentage of students who reported going to class or driving a car while under the influence of alcohol or marijuana.

On questions of school safety, most student respondents reported feeling safe. Yet, there are some problems in schools that may make life difficult for some students. For instance, some student respondents reported doing something different at school due to the fear of being harmed. In addition, about one-third of student respondents reported being threatened or harmed at school. About one-third of elementary student respondents and one-fifth of secondary student respondents indicated that they had been in trouble at school due to fighting. Finally, small percentages of students reported that they had brought some type of weapon to school during the year, although the accuracy of these reports may be questionable due to exaggeration.

From the staff perspective, several statements can be made based on the district's coordinated employee survey. First, more than half of the staff respondents indicated that the presence of alcohol on campus had stayed about the same compared to last year. Of those staff respondents who felt the presence of alcohol was increasing, most were middle and high school teachers. When asked about the presence of other drugs on campus, once again, more middle and high school teachers indicated the problem was increasing. At the same time, most staff respondents were not very familiar with district SDFSC-related activities, programs or curriculum. When asked to rate the effectiveness of district efforts at substance abuse prevention and education, most gave moderate or somewhat effective ratings. Furthermore, most staff respondents reported that they had not received SDFSC-relevant prevention and education training.

PROGRAMS

The district's SDFSC program is in a process of change. Some SDFSC program efforts have been focused on select groups of students while other program efforts have been aimed at all students district-wide. Some programs have been with the district for a number of years, while other program efforts are in their first pilot year of operation or are being developed for future implementation. Nonetheless, all SDFSC program efforts have experienced some changes during the past year and will continue to change for several reasons. A process to plan and improve the district's SDFSC program was undertaken during the 1996-97 school year. The SDFSC planning committee began a close examination of the existing SDFSC program efforts and how resources were allotted. The following sources were used to guide this process: Federal SDFSC regulations and recommendations, district goals, feedback from the SDFSC advisory committee, interviews with program staff, and information on student participants. With this information, each of the district's SDFSC programs and activities were evaluated for their strategic contribution to a comprehensive plan for school safety and substance abuse prevention/education.

From the district's SDFSC program evaluations, several statements can be made. At the campus level, most schools' staffs spent their SDFSC campus allocation on the purchase of instructional or curriculum materials and on one-time school assemblies, presentations or performances. There were only a few campus efforts to combine resources with other schools or to have inter-campus activities (e.g., elementary to middle school transition events). Furthermore, not all schools spent all of their allocation for 1996-97, in part because some schools did not make purchase requests until late in the school year. Yet, most campuses reported that their SDFSC activities met or exceeded their intended effects, and most campuses recommended the continuation of funding for campus-based activities in substance abuse prevention and education.

Three of the student programs that have been in the district for several years, DARE, PAL and ROPES, continued to pursue goals of substance abuse prevention and education. Some of these goals include the promotion of a "no-use" message, education on the consequences of substance use, and the development of important behavioral skills (e.g., responsible decision-making and communication). In the DARE program, samples of student tests and essays indicated that students gained some basic knowledge about gangs and the effects of drugs, and gained some skills in how to resist negative peer pressure, and how to make responsible decisions. In the peer-helping PAL program, PAL students most often helped their PALee students in the following areas: self-concept, relations with other students, and substance abuse. In the ROPES program, a sample of staff who participated in ROPES with their students reported that as a result of ROPES, students gained self-confidence and skills to resist drug/alcohol abuse and to make responsible decisions.

The SUPER I program has demonstrated considerable success in its first year of operation. As with many pilot programs, there were some inconsistencies and unanticipated problems in the early stages, but the staff was able to devise solutions as they occurred. Plans are being made to continue tracking of the pilot program students for repeat offenses (alcohol and other drugs, and other offenses) as a measure of the long-term effectiveness of the program,

as well as tracking students who enter the program as first-time offenders in its second year. In the second year, the evaluation will endeavor to include long-term follow-up measures on the progress of the students and their families.

The SAP training reached sixty AISD staff during 1996-97 and was rated by all training participants as being meaningful and practical and having clearly stated goals.

Finally, some AISD SDFSC funds were directed toward the integration of the substance abuse prevention and education curriculum into the district's guidance and counseling curriculum guide. This ongoing effort will take several years and will involve curriculum alignment, staff training, and piloting of the curriculum materials and guide at different schools and grade levels throughout the district.

RECOMMENDATIONS

Based on the information provided in this evaluation report and on some of the goals that will guide the district's SDFSC program in the 1997-98 school year, the following recommendations are offered for consideration.

- Based on district student survey results, district SDFSC efforts should continue to focus on providing more education to students on consequences and dangers of substance abuse, with a special focus on alcohol, tobacco and marijuana.
- Based on district staff survey results, district SDFSC efforts should provide more education and training to staff on trends in student substance use, promote awareness and involvement in district SDFSC programs and activities, and provide more awareness and training in the prevention/education curriculum.
- Based on program evaluations, campuses need more planning and follow-up to ensure that their allotted SDFSC funds are used in a more timely way, that encourages combining of resources among schools, and that ensures campus SDFSC activities are aligned with federal guidelines of the SDFSC grant and with campus improvement plans.
- Campus and district programs also need to be more inclusive, specifically providing more outreach to parents, since parent involvement and education is an integral part of the goals of the SDFSC grant and of AISD.
- Further evaluation efforts are needed in all programs to provide more qualitative information that will lead to continued program improvements and will provide more precise measurement of program effectiveness in terms of SDFSC grant goals.
- The goals of AISD's Alcohol and Drug Abuse Education and Prevention Plan of 1992 should be reviewed to ensure that necessary action is being taken district-wide to achieve stated objectives.

APPENDICES

APPENDIX A: FEDERAL GUIDELINES FOR USE OF SDFSC FUNDS

NON-REGULATORY GUIDANCE FOR IMPLEMENTING PART B OF THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986 – NOVEMBER 1992

3.03 ALLOWABLE USE OF FUNDS

Funds shall be used to implement age-appropriate drug education and drug abuse prevention programs for grades EC through 12. Funds may be used for:

1. the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula and textbooks and materials, including audio-visual materials
   - developed from the most readily available, accurate, and up-to-date information; and
   - which clearly and consistently teach that illicit drug use is WRONG AND HARMFUL;
2. school-based programs of drug abuse prevention and early intervention (other than treatment), which
   - should, to the extent practicable, employ counselors whose sole duty is to provide drug abuse prevention counseling to students;
   - may include the use of drug-free older students as positive role models and instruction relating to
     a. self-esteem;
     b. drugs and drug addiction;
     c. decision-making and risk-taking;
     d. stress management techniques; and
     e. assertiveness;
   - may bring law enforcement officers into the classroom to provide anti-drug information and positive alternatives to drug use, including decision-making and assertiveness skills; and
   - in the case of a local education agency that determines it has served all students in all grades, such local education agency may target additional funds to particularly vulnerable age groups, especially those in grades 4 through 9.
3. family drug abuse prevention programs, including education for parents to increase awareness about the symptoms and effects of drug use through the development and dissemination of appropriate educational materials;
4. drug abuse prevention and intervention counseling programs (which counsel that illicit drug use is wrong and harmful) for students, parents, and immediate families, including professional and peer counselors and involving the participation (where appropriate) of parents, other adult counselors, and reformed abusers, which may include
   - the employment of counselors, social workers, psychologists, or nurses who are trained to provide drug abuse prevention and intervention counseling; or
   - the provision of services through a contract with a private nonprofit organization that employs individuals who are trained to provide such counseling;

5. outreach activities, drug and alcohol abuse education and prevention programs, and referral services for school dropouts;
6. guidance counseling programs and referral services for parents and immediate families of drug and alcohol abusers;
7. program of referral for drug abuse treatment and rehabilitation;
8. programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors, other school personnel, athletic directors, public service personnel, law enforcement officials, judicial officials, and community leaders;
9. programs in primary prevention and early intervention, such as the interdisciplinary school-team approach;
10. community education programs and other activities to involve parents and communities in the fight against drug and alcohol abuse;
11. public education programs on drug and alcohol abuse, including programs utilizing professionals and former drug and alcohol abusers;
12. model alternative schools for youth with drug problems that address the special needs of such students through education and counseling; and
13. on-site efforts in schools to enhance identification and discipline of drug and alcohol abusers, and to enable law enforcement officials to take necessary action in cases of drug possession and supplying of drugs and alcohol to the student population;
14. special programs and activities to prevent drug and alcohol abuse among student athletes, involving their parents and family in such drug and alcohol abuse prevention efforts, and using athletic programs and personnel in preventing drug and alcohol abuse among students; and
15. in the case of a local education agency that determines that it provides sufficient drug and alcohol abuse education during regular school hours, after-school programs that provide drug and alcohol abuse education for school-aged children, including children who are unsupervised after school, and that may include school-sponsored sports, recreational, educational, or instructional activities (local education agency may make grants or contracts with nonprofit community-based organizations that offer sports, recreation, education, or child care programs); and
16. other programs of drug and alcohol abuse education and prevention, consistent with the purposes of this part. [Ref. P.L. 101-647, Sec. 5125 (a)]

A local or intermediate education agency or consortium may receive funds under this part for any fiscal year covered by an application under section 4126 approved by the state education agency.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1994: SEC. 4116. LOCAL DRUG AND VIOLENCE PREVENTION PROGRAMS

b. Authorized Activities. – A comprehensive drug and violence prevention program carried out under this subpart may include –

1) age-appropriate, developmentally based drug prevention and education programs for all students, from the preschool level through grade 12, that address the legal, social, personal and health consequences of the use of illegal drugs, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use illegal drugs;

2) programs of drug prevention, comprehensive health education, early intervention, pupil services, mentoring, or rehabilitation referral, which emphasize students' sense of individual responsibility and which may include –

a) the dissemination of information about drug prevention;

b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral; and

c) the implementation of strategies, including strategies to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and drug use, such as –

i. family counseling;

ii. early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family; and

iii. activities, such as community service and service-learning projects, that are designed to increase students' sense of community;

3) age-appropriate, developmentally based violence prevention and education programs for all students, from the preschool level through grade 12, that address the legal, health, personal, and social consequences of violent and disruptive behavior, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence;

4) violence prevention programs for school-aged youth, which emphasize students' sense of individual responsibility and may include –

a) the dissemination of information about school safety and discipline;

b) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, and community leaders in designing and implementing strategies to prevent school violence;

c) the implementation of strategies, such as conflict resolution and peer mediation, student outreach efforts against violence, anti-crime youth councils (which work with school and community-based organizations to discuss and develop crime

prevention strategies), and the use of mentoring programs, to combat school violence and other forms of disruptive behavior, such as sexual harassment and abuse, and

d) the development and implementation of character education programs, as a component of a comprehensive drug or violence prevention program, that are tailored by communities, parents and schools; and

e) comprehensive, community-wide strategies to prevent or reduce illegal gang activities;

5) supporting safe zones of passage for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols;

6) acquiring and installing metal detectors and hiring security personnel;

7) professional development for teachers and other staff and curricula that promote the awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history;

8) the promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings;

9) drug abuse resistance education programs, designed to teach students to recognize and resist pressures to use alcohol or other drugs, which may include activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer pressure and gang pressure, and provision for parental involvement; and

10) the evaluation of any of the activities authorized under this subsection.

1996-97 AISD SDFSC Programs, Approved Use of Monies

Use of Monies	Campus Programs	Alternative Programs	Pre-K to 12 Curriculum	Private Schools	DARE	PAL	ROPES	SAP
Development, acquisition, & implementation of pre-k-12 drug abuse education & prevention curricula.	X	X	X	X	X	X		
School-based programs of drug abuse prevention & early intervention (other than treatment).	X	X	X	X	X	X	X	X
Family drug abuse prevention	X	X		X				
Drug abuse prevention & intervention counseling		X						
Referral for drug abuse treatment/rehabilitation.		X				X		X
Inservice & preservice training in drug/alcohol abuse prevention for teachers, counselors, etc.	X	X	X					X
Primary prevention & early intervention, e.g., interdisciplinary school-team.	X	X	X		X	X	X	X
Community education to involve parents & communities in fight against drug/alcohol abuse.	X	X		X		X		
Public education on drug/alcohol abuse, e.g., utilizing professionals and former drug and alcohol abusers.	X			X	X	X		
Model alternative schools for youth with drug problems that address special needs of such students through education & counseling.		X						
On-site efforts in schools to enhance identification & discipline of drug & alcohol abusers.	X	X			X		X	X

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APPENDIX B: AISD ALCOHOL AND DRUG ABUSE EDUCATION AND PREVENTION PLAN

(Revised 9/8/92)

"The need for leadership and broad participation in drug prevention is not just for a year or two, but rather for the next decade and beyond. Alcohol and tobacco, especially, will be difficult to eliminate from young people's lives because they are legal and accepted for adults. Considering the magnitude of changes needed, it is clear that the national commitment to drug-free youth must be long term... America must redouble its efforts, and must refuse to tolerate drug use in any school, in any community, and in any home. The nation's children deserve no less." (September 1990, National Commission on Drug Free Schools, Toward a Drug Free Generation: A Nation's Responsibility)

It is the philosophy of the Austin Independent School District that the children of Austin deserve to grow and learn in a drug-free school and community. In keeping with this belief and with requirements of the Drug-Free Schools and Communities Act, the district is implementing a comprehensive Alcohol and Drug Abuse Education and Prevention Plan. The district's goal is to have a drug-free school population by the year 2000.

The AISD Drug Abuse Education and Prevention Plan is based upon the requirements of the Drug-Free Schools and Communities Act of 1986 (Public Law 99-570) as amended by the Crime and Control Act of 1990 (Public Law 101-647), Section 5145. The following are the major components of this plan and will be implemented in AISD.

1. Personnel training in alcohol and drug related issues;
2. Age-appropriate alcohol and drug education and prevention curricula at each grade level (Pre-kindergarten through grade 12);
3. A student assistance program which will identify, refer, and provide intervention and counseling services for students;
4. Distribution of information about drug and alcohol programs available to students and employees;
5. Inclusion of drug and alcohol standards in discipline policies for students and personnel policies for employees; distribution of these standards to parents, students and employees;
6. Data gathering to describe the extent of alcohol and drug usage in the schools. Participation in other required evaluation efforts of the drug prevention program;
7. Assurance that all required activities convey to students that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful;
8. A district advisory council composed of individuals who are parents, teachers, officers of state and local government, medical professions, representatives of law enforcement agencies, community-based organizations and other groups with interest or expertise in the field of drug abuse education and prevention.

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The district will monitor activities in each of these areas and will regularly assess and report the progress being made toward the complete elimination of drug and alcohol abuse. The district will strive to create quality educational environments for students. Local and grant resources will be used to provide training for teachers and students in positive alternatives to drug and alcohol abuse. This training will include such topics as: conflict resolution, peer assistance and tutoring, Quality Schools training for teachers and Control Theory training for students.

The central administration shall:

1. Provide administrator and employee in-service training on alcohol and other drug-related matters yearly;
2. Develop and introduce multi-component K-12 drug education and prevention programs based upon assessment of drug problems, including alcohol and tobacco, of students and staff;
3. Conduct yearly evaluations of all drug education and prevention programs and conduct school surveys every two to three years to assess drug preference and patterns of use on campus;
4. Conduct regular meetings with the district Drug-Free Schools and Communities Advisory committee to obtain information and input regarding needs and program ideas;
5. Cooperate with the Austin Police Department in the [illegible]ation of the DARE (Drug Awareness and Resistance Education) program, distr[illegible]e, at grade levels 5 and 7.

Each principal shall:

1. Operate a drug and alcohol abuse prevention and education program on each campus. Information and activities designed to encourage smoking cessation and to eliminate the use of other tobacco products will be included in this program. Program activities will be documented each year through a process to be managed by the AISD Office of Program Evaluation;
2. Identify high-risk students via a Student Assistance Program and provide individuals and group support, as appropriate.

The central administration and each principal shall:

1. Coordinate with appropriate state and local drug and alcohol abuse, health, and law enforcement agencies in order to effectively conduct drug and alcohol abuse education, intervention, and referral for treatment and rehabilitation;
2. Provide information about available drug and alcohol counseling and rehabilitation and re-entry programs to students and employees;

3. Coordinate with local law enforcement agencies in order to improve security on school grounds and in the surrounding community and to educate students about: (a) the dangers of drug use and drug-related violence; (b) the penalties for possession of or trafficking in illegal drugs; (c) techniques for resisting drug abuse; and (d) the importance of cooperating with law enforcement officials in eliminating drug abuse and identifying individuals who supply drugs to students;
4. Promulgate standards of conduct, applicable to all students and employees, which clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on school premises or as part of any of its activities. Clearly state that sanctions (consistent with local, state and federal law), up to and including expulsion or terminations of employment and referral for prosecution, will be imposed on students and employees who violate these standards of conduct. Parents, students, and employees will be provided with a copy of this information.
5. Maintain a comprehensive policy on: the possession, use, promotion, distribution, and sale of drugs, including alcohol and tobacco. The policy should apply to students, staff, and anyone attending school functions.

District staff, students and parents shall:

Participate in appropriate learning and training activities and cooperate in efforts to eliminate drug and alcohol abuse in the Austin Independent School District.

For any programs or activities funded by AISD Drug-Free Schools and Communities (DFSC) grant, the following requirements must also be met:

Any publication or public announcement will clearly identify the program or activity as being funded in whole or part by the Drug-Free Schools and Communities Act of 1986. Materials produced or distributed with funds made available under this grant must reflect the message that illicit drug use is wrong and harmful.

Technical assistance related to the implementation of this plan is available from the Division of Curriculum Support Services.

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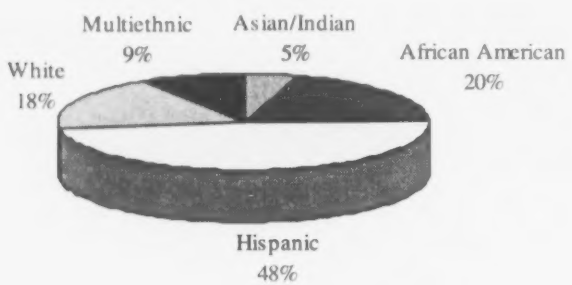
APPENDIX C: STUDENT SUBSTANCE USE BY GENDER AND ETHNICITY

Recent (Past Year) Tobacco Use by Gender, AISD Elementary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used tobacco in the past year, n=91 students.

Recent (Past Year) Tobacco Use by Ethnicity, AISD Elementary Students, 1996-97

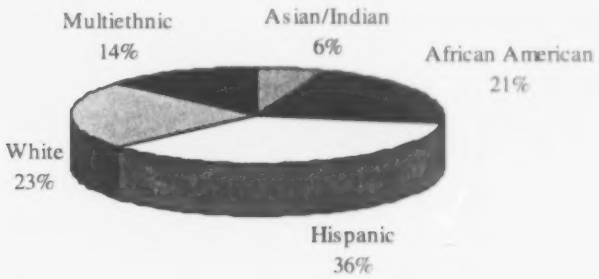


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used tobacco in the past year, n=65 students.

Recent (Past Month) Alcohol Use by Gender, AISD Elementary Students, 1996-97

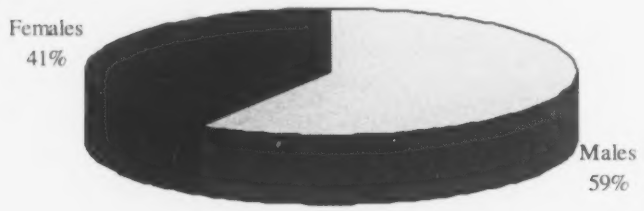
Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used alcohol in the past year, n=168 students.

Recent (Past Month) Alcohol Use by Ethnicity, AISD Elementary Students, 1996-97



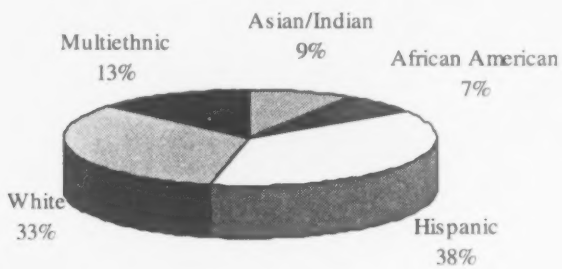
Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used alcohol in the past year, n=155 students.

Recent (Past Year) Inhalant Use by Gender, AISD Elementary Students, 1996-97



Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used inhalants in the past year, n=46 students.

Recent (Past Year) Inhalant Use by Ethnicity, AISD Elementary Students, 1996-97

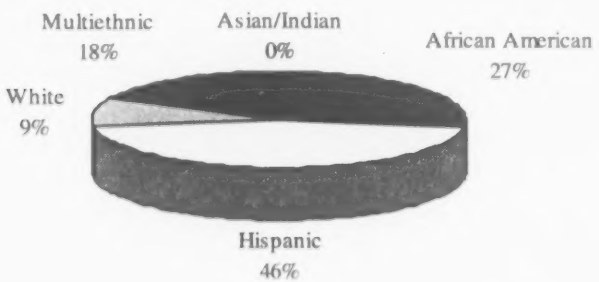


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used inhalants in the past year, n=45 students.

Recent (Past Year) Marijuana Use by Gender, AISD Elementary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used marijuana in the past year, n=12 students.

Recent (Past Year) Marijuana Use by Ethnicity, AISD Elementary Students, 1996-97

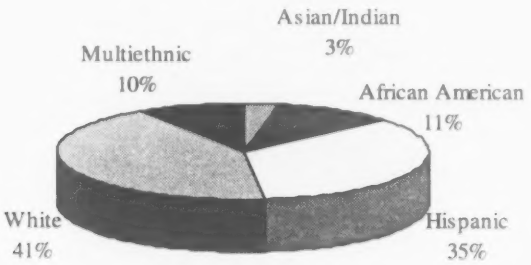


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used marijuana in the past year, n= 11 students.

Recent (Past Month) Tobacco Use by Gender, AISD Secondary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used tobacco in the past month, n= 596 students.

Recent (Past Month) Tobacco Use by Ethnicity, AISD Secondary Students, 1996-97

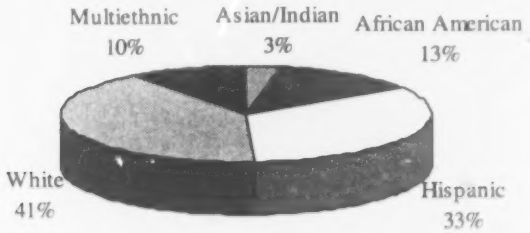


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used tobacco in the past month, n= 576 students.

Recent (Past Month) Alcohol Use by Gender, AISD Secondary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used alcohol in the past month, n= 947 students.

Recent (Past Month) Alcohol Use by Ethnicity, AISD Secondary Students, 1996-97

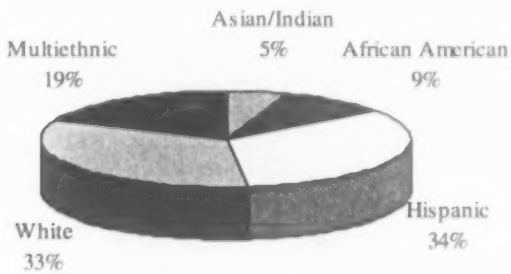


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used alcohol in the past month, n=913 students.

Recent (Past Month) Inhalant Use by Gender, AISD Secondary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used inhalants in the past month, n= 77 students.

Recent (Past Month) Inhalant Use by Ethnicity, AISD Secondary Students, 1996-97

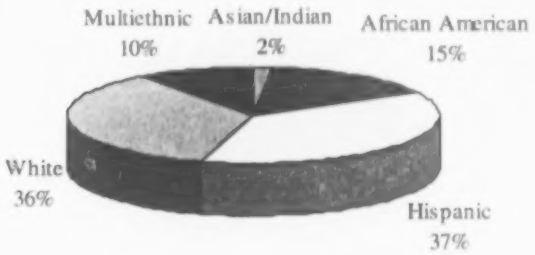


Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used inhalants in the past month, n=75 students.

Recent (Past Month) Marijuana Use by Gender, AISD Secondary Students, 1996-97

Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used marijuana in the past month, n= 488 students.

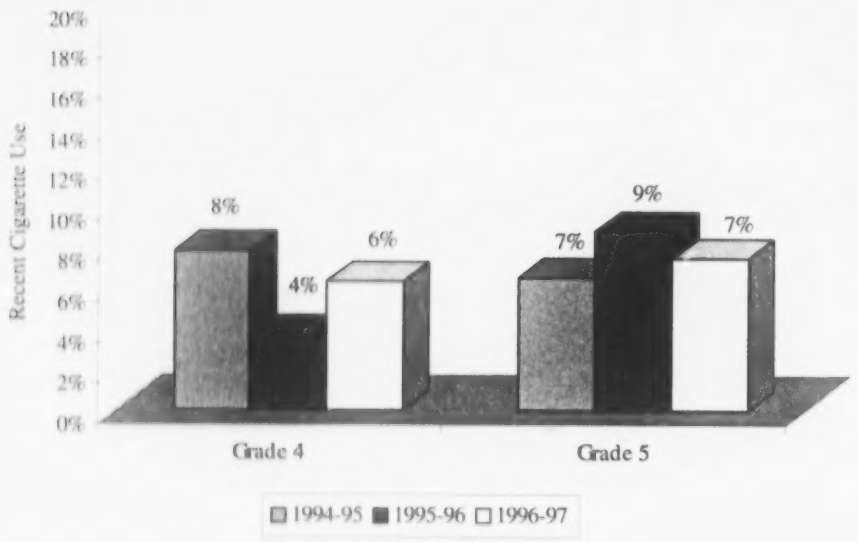
Recent (Past Month) Marijuana Use by Ethnicity, AISD Secondary Students, 1996-97



Source: Student Substance Use and Safety Survey, 1996-97 The percentages represent only those students who reported that they had used marijuana in the past month, n=475 students.

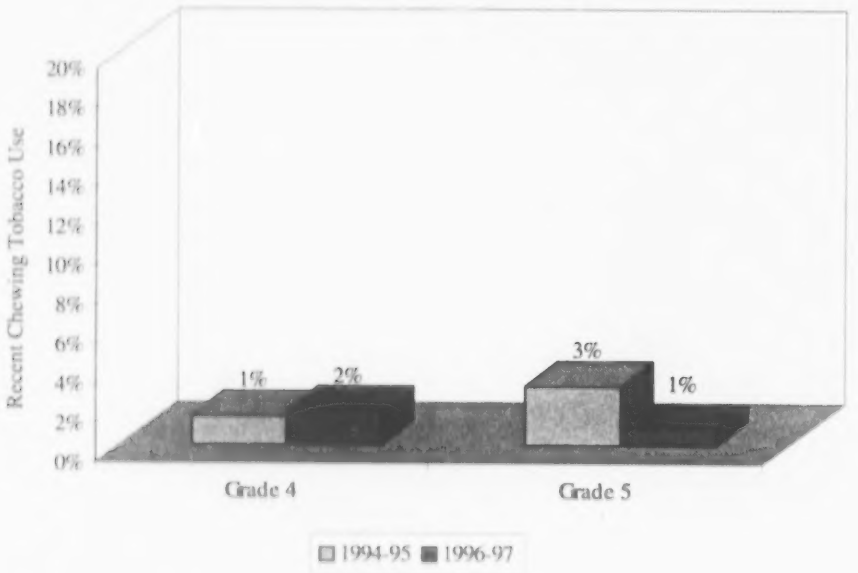
APPENDIX D: STUDENT USE RATES BY SUBSTANCES

Recent (Past Year) Cigarette Use, AISD Elementary Students, 1994-95 to 1996-97



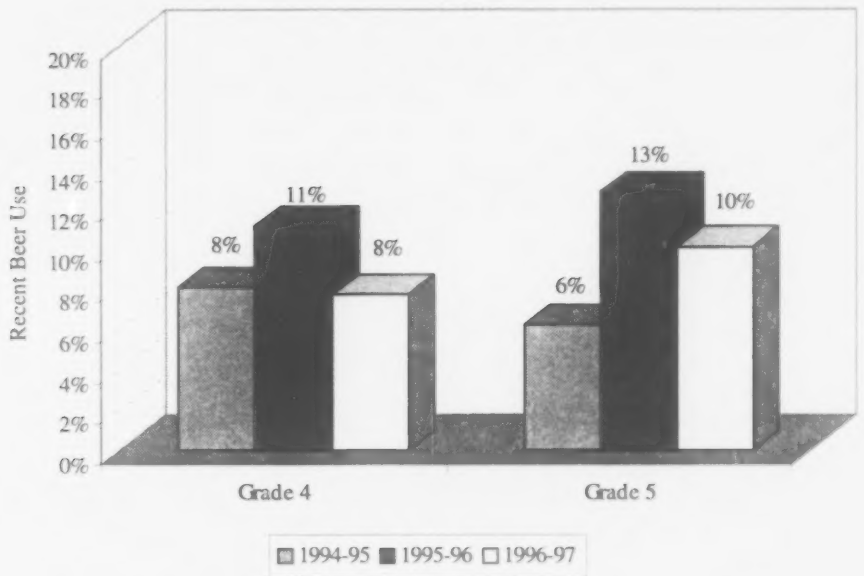
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Year) Chewing Tobacco Use, AISD Elementary Students, 1994-95 and 1996-97



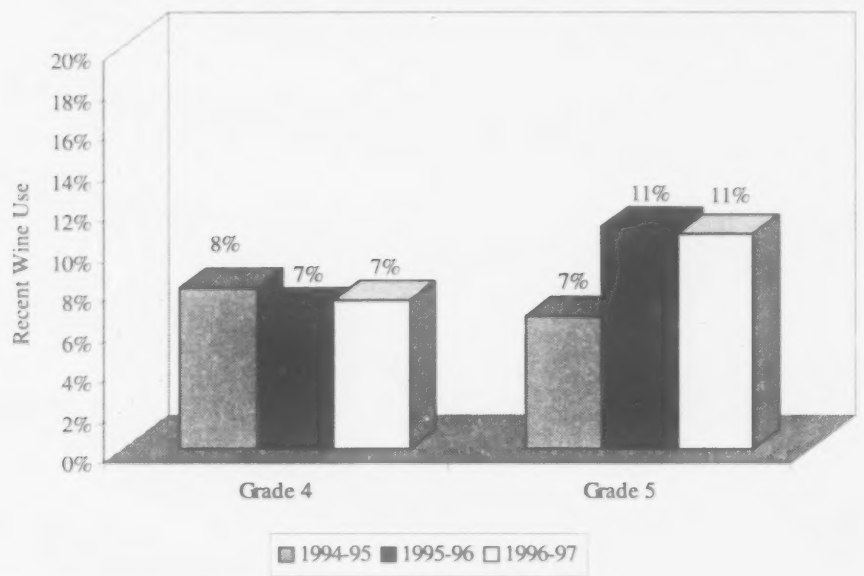
Source: SAODUS 1994-95, SSUSS 1996-97

Recent (Past Year) Beer Use, AISD Elementary Students, 1994-95 to 1996-97



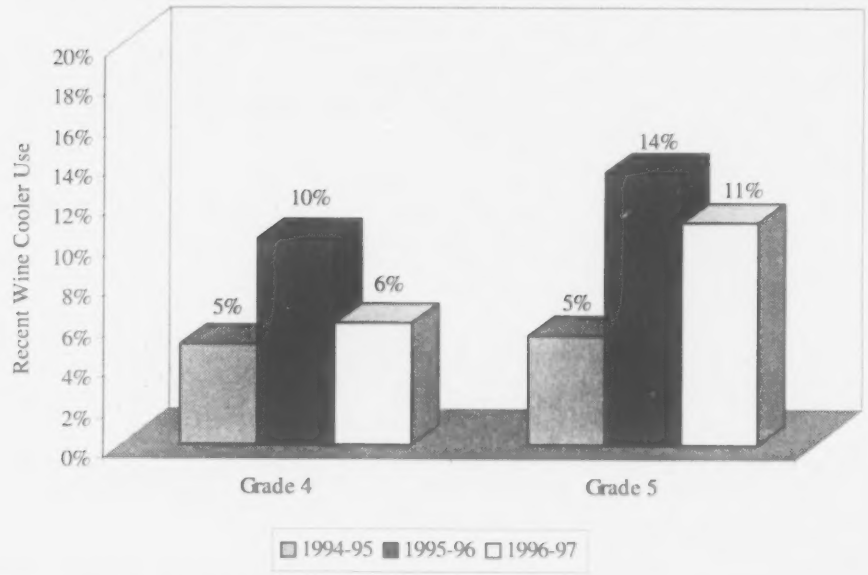
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Year) Wine Use, AISD Elementary Students, 1994-95 to 1996-97



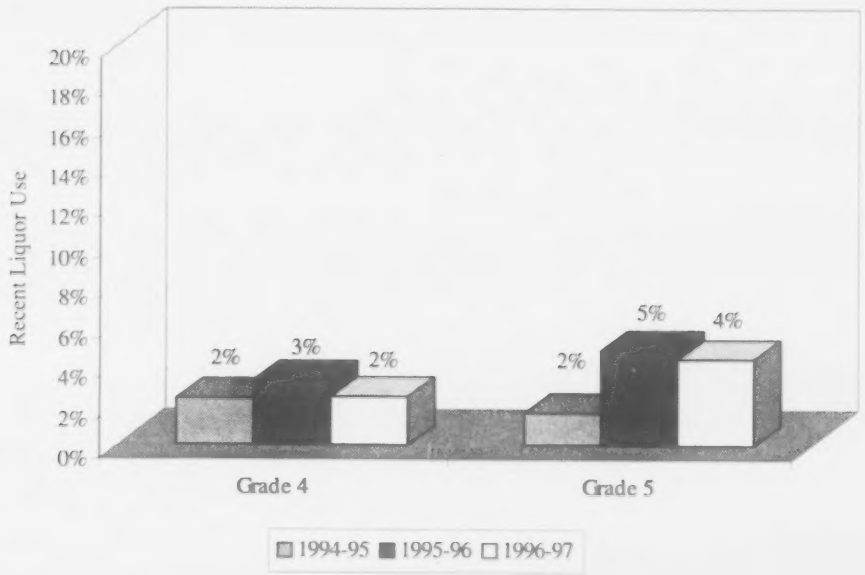
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Year) Wine Cooler Use, AISD Elementary Students, 1994-95 to 1996-97



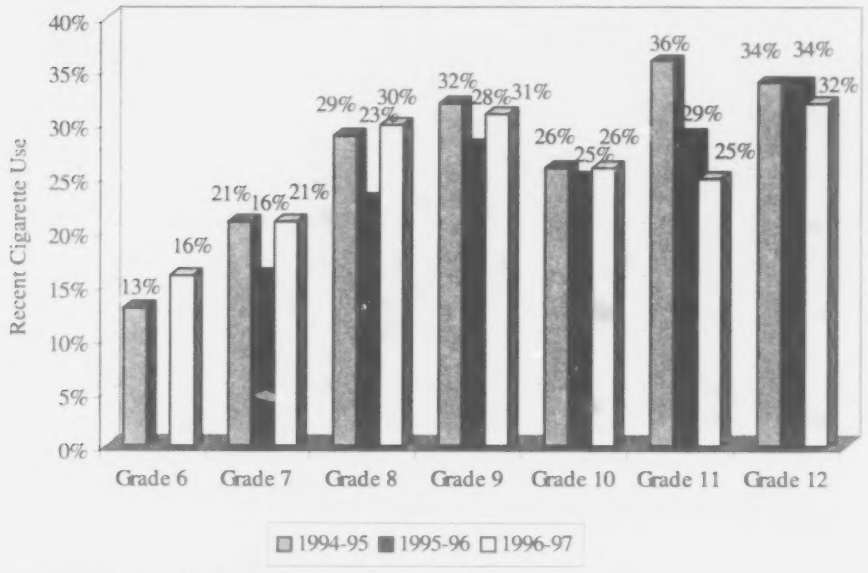
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Year) Liquor Use, AISD Elementary Students, 1994-95 to 1996-97



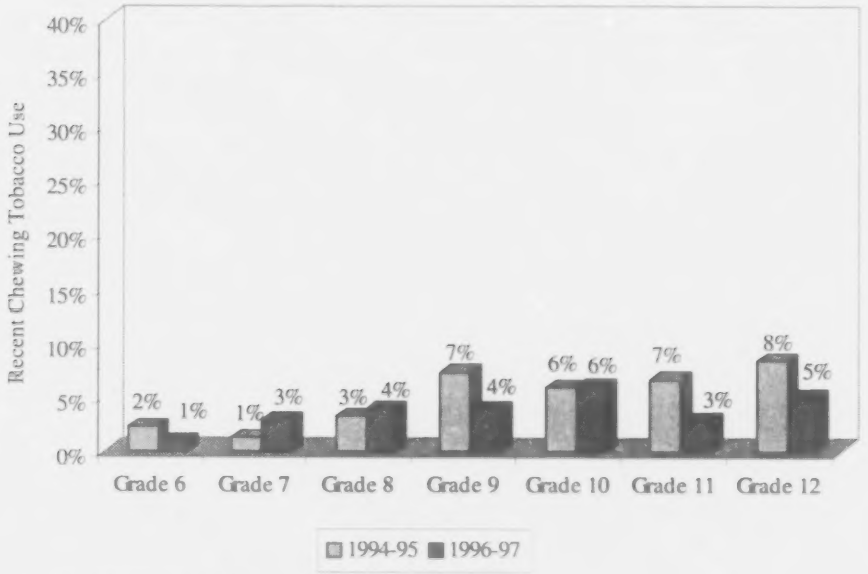
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Cigarette Use, AISD Secondary Students, 1994-95 to 1996-97



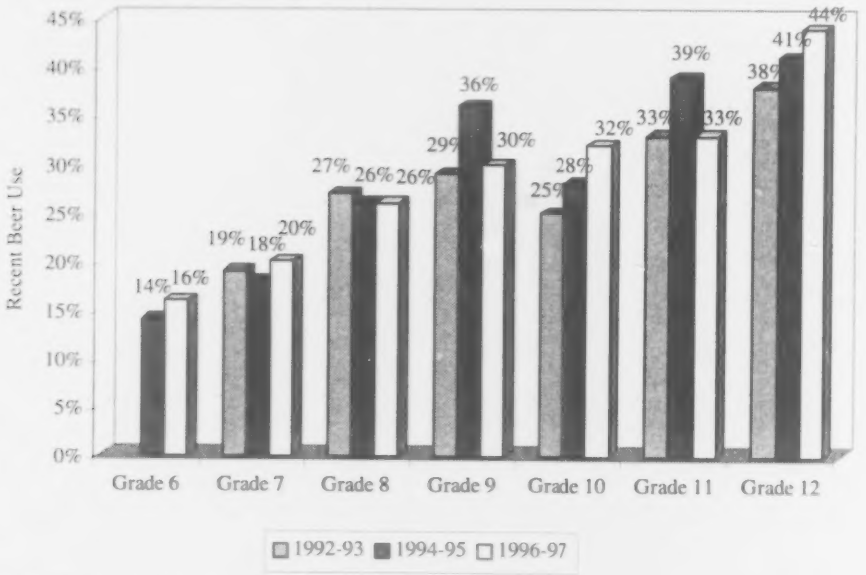
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Chewing Tobacco Use, AISD Secondary Students, 1994-95 and 1996-97



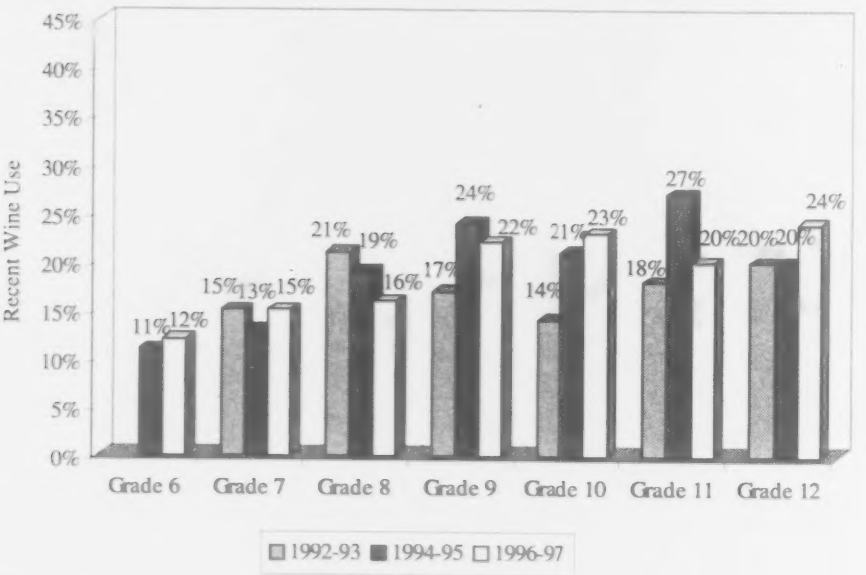
Source: SAODUS 1994-95, SSUSS 1996-97

Recent (Past Month) Beer Use, AISD Secondary Students, 1994-95 to 1996-97



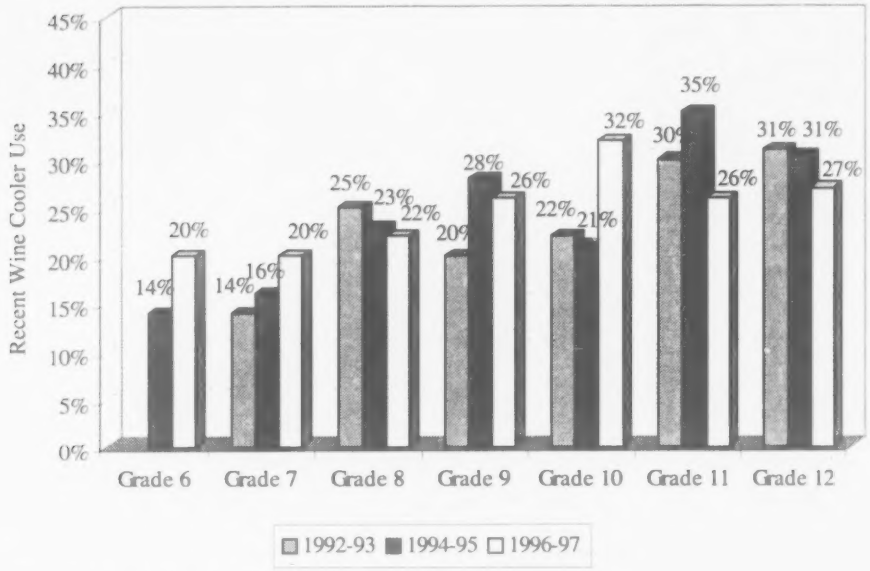
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Wine Use, AISD Secondary Students, 1994-95 to 1996-97



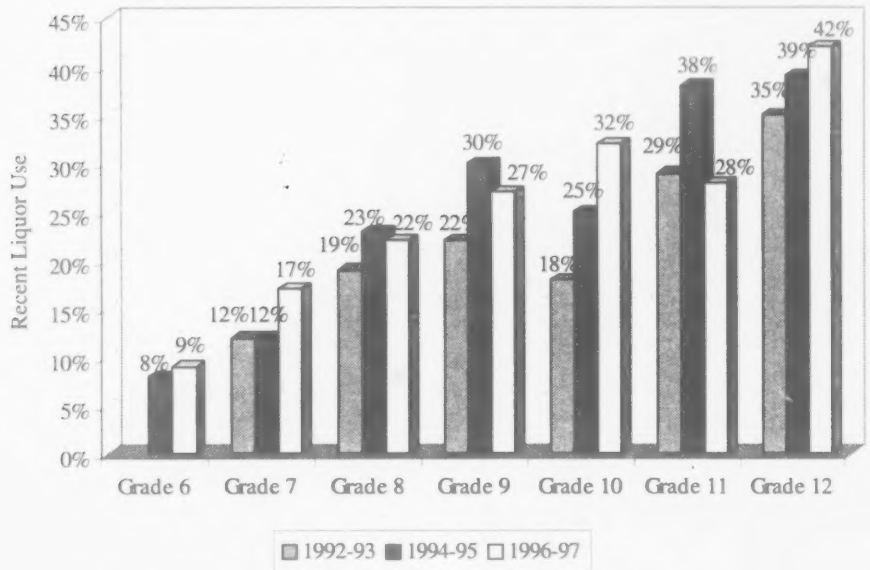
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Wine Cooler Use, AISD Secondary Students, 1994-95 to 1996-97



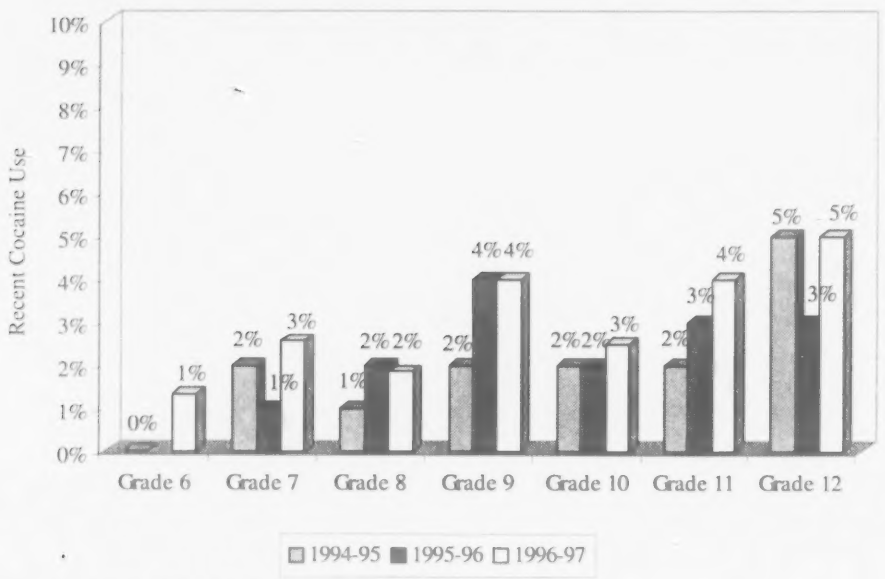
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97 7

Recent (Past Month) Liquor Use, AISD Secondary Students, 1994-95 to 1996-97



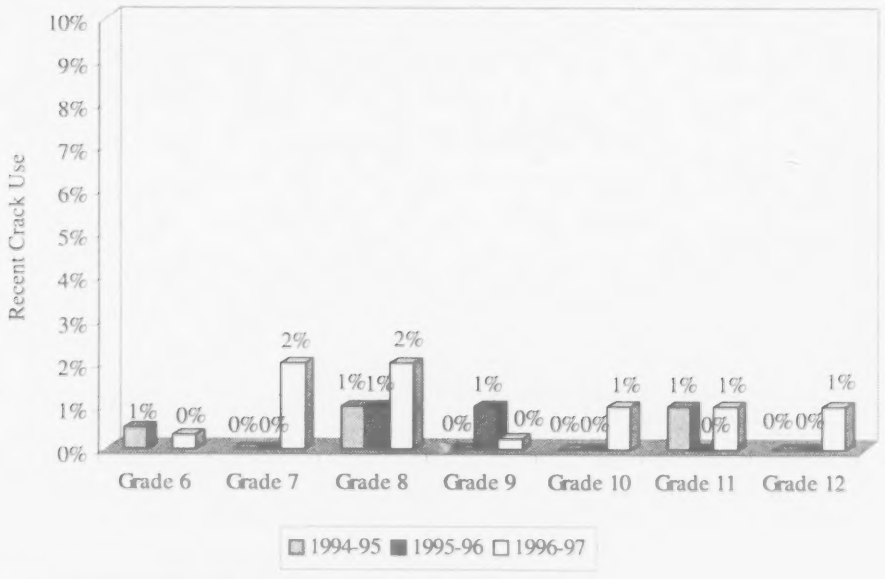
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Cocaine Use, AISD Secondary Students, 1994-95 to 1996-97



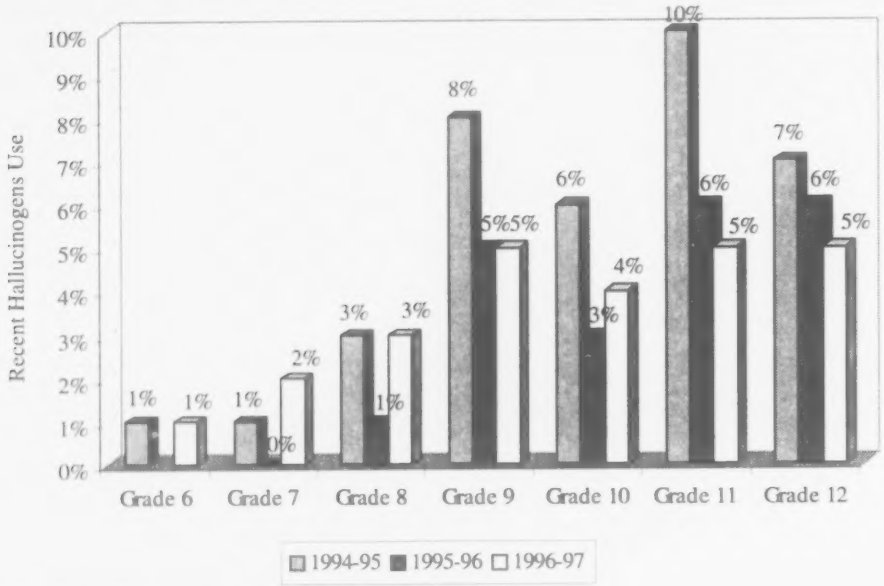
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Crack Use, AISD Secondary Students, 1994-95 to 1996-97



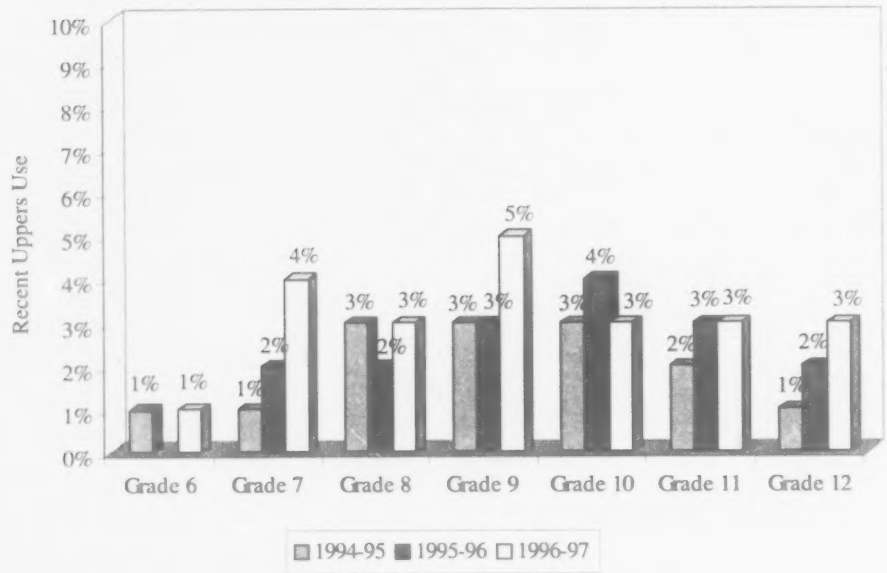
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Hallucinogens Use, AISD Secondary Students, 1994-95 to 1996-97



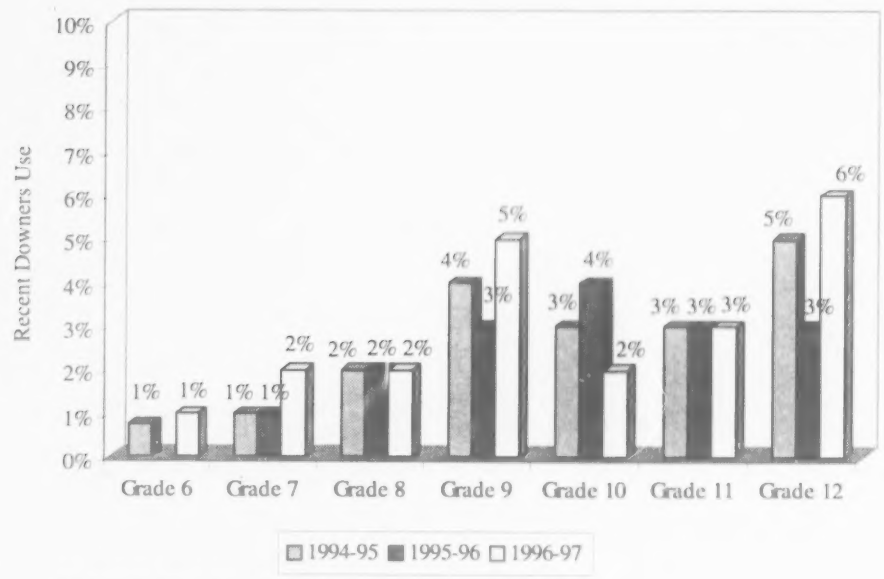
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Uppers Use, AISD Secondary Students, 1994-95 to 1996-97



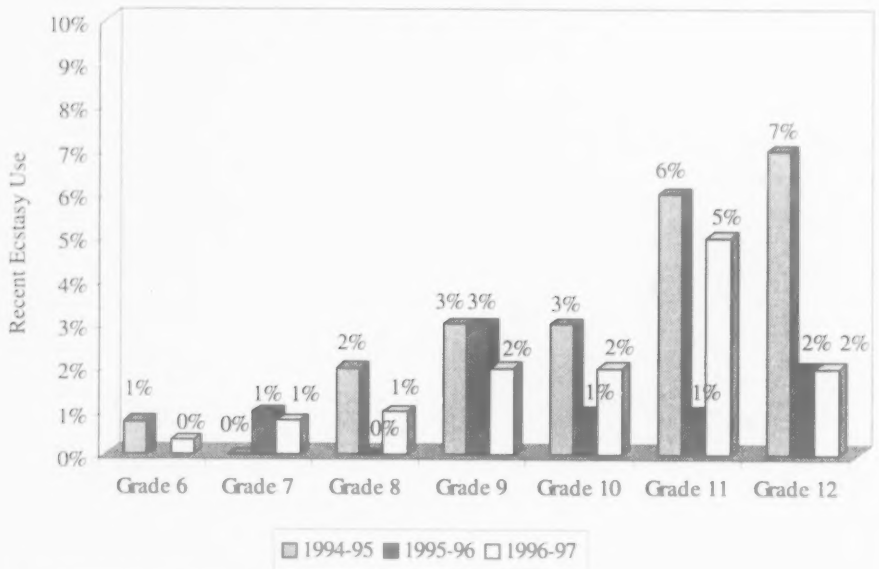
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Downers Use, AISD Secondary Students, 1994-95 to 1996-97



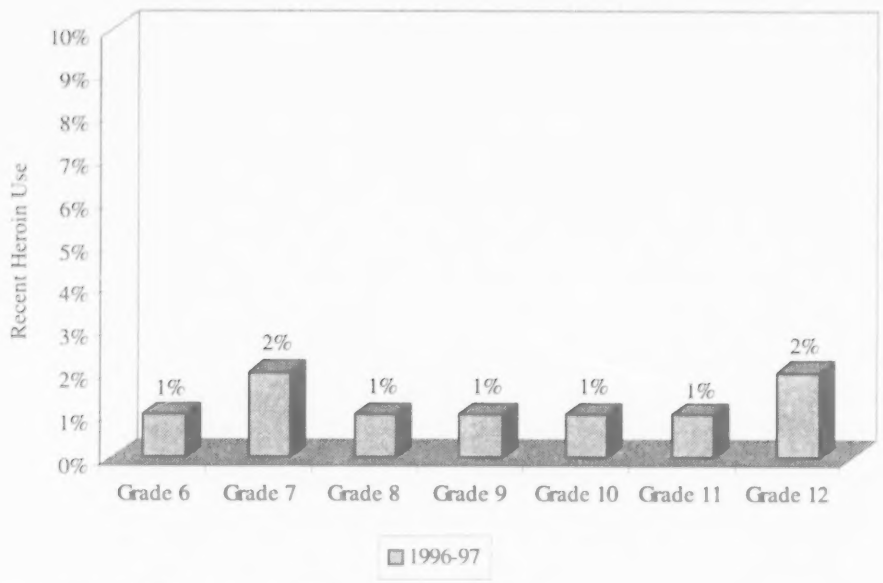
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Ecstasy Use, AISD Secondary Students, 1994-95 to 1996-97



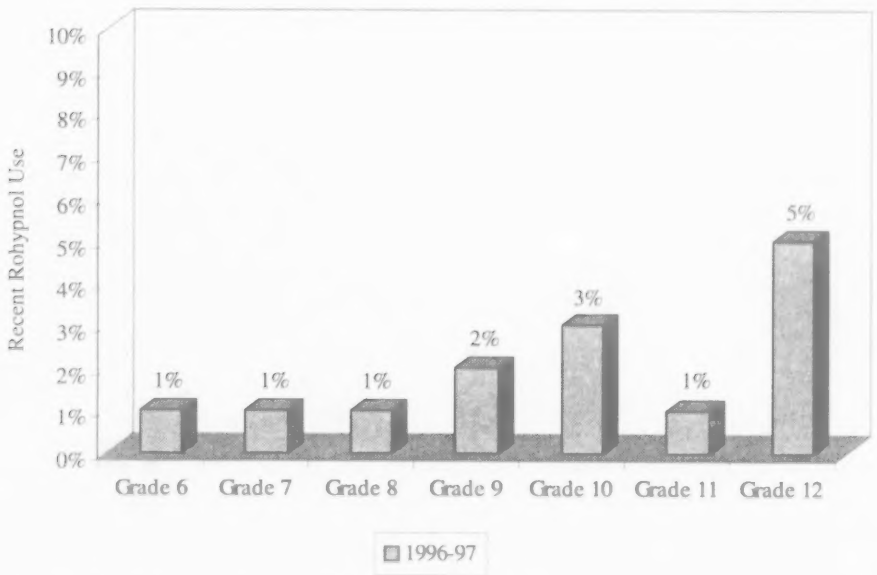
Source: SAODUS 1994-95, TSSDAU 1995-96, SSUSS 1996-97

Recent (Past Month) Heroin Use, AISD Secondary Students, 1996-97



Source: Student Substance Use and Safety Survey, 1996-97

Recent (Past Month) Rohypnol Use, AISD Secondary Students, 1996-97



Source: Student Substance Use and Safety Survey, 1996-97

APPENDIX E: AISD EMPLOYEE COORDINATED SURVEY RESULTS, 1991-92 TO 1996-97

Staff Opinion on the Presence of Alcohol on Campus, 1991-92 to 1996-97

Survey Year	Number Sampled	Alcohol Increasing	Alcohol Staying the Same	Alcohol Decreasing
High School Teachers				
1996-97	55	31%	49%	20%
1995-96	52	40%	50%	10%
1994-95	33	33%	12%	55%
1993-94	90	37%	43%	20%
1992-93	34	32%	53%	15%
1991-92	38	34%	50%	16%
Middle/Junior High School Teachers				
1996-97	42	31%	45%	24%
1995-96	35	31%	54%	14%
1994-95	27	26%	52%	22%
1993-94	68	24%	48%	29%
1992-93	21	24%	62%	14%
1991-92	32	41%	34%	25%
Elementary School Teachers				
1996-97	73	1%	92%	7%
1995-96	57	5%	90%	5%
1994-95	51	4%	90%	6%
1993-94	163	3%	84%	12%
1992-93	98	4%	88%	8%
1991-92	49	10%	80%	10%
Campus Administrators				
1996-97	111	6%	63%	31%
1995-96	144	9%	57%	34%
1994-95	110	10%	66%	24%
1993-94	136	3%	71%	25%
1992-93	36	11%	64%	25%
1991-92	54	11%	54%	35%

*Percentages include only those respondents who expressed an opinion other than "Don't Know".
Source: AISD Employee Coordinated Survey

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Staff Opinion on the Presence of Illegal Drugs on Campus, 1991-92 to 1996-97

Survey Year	Number Sampled	Illegal Drugs Increasing	Illegal Drugs Staying the Same	Illegal Drugs Decreasing
High School Teachers				
1996-97	61	51%	38%	11%
1995-96	61	64%	30%	7%
1994-95	35	46%	46%	8%
1993-94	90	48%	38%	13%
1992-93	58	43%	51%	6%
1991-92	58	32%	51%	17%
Middle/Junior High School Teachers				
1996-97	54	46%	45%	9%
1995-96	53	64%	30%	6%
1994-95	40	65%	25%	10%
1993-94	68	65%	19%	16%
1992-93	58	48%	44%	7%
1991-92	43	37%	44%	19%
Elementary School Teachers				
1996-97	74	5%	88%	7%
1995-96	54	4%	89%	7%
1994-95	54	11%	85%	4%
1993-94	158	7%	81%	12%
1992-93	270	4%	90%	5%
1991-92	57	19%	56%	25%
Campus Administrators				
1996-97	113	20%	53%	27%
1995-96	144	26%	54%	19%
1994-95	113	23%	59%	18%
1993-94	139	19%	59%	22%
1992-93	42	11%	65%	24%
1991-92	54	9%	56%	35%

*Percentages include only those respondents who expressed an opinion other than "Don't Know".
Source: AISD Employee Coordinated Survey

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